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ABSTRACT

The Employability Factors Study is a 3-year research effort that focuses on youth's perceptions of the skills and attitudinal attributes needed to get and keep jobs. A preliminary study was made of 1,135 youth enrolled in employability development programs and comparison groups of employed and nonemployed youth not enrolled in such programs. Data were also collected from 414 supervisors of the employed youth, from the staff of the employability programs, and from the school teachers of the comparison groups. The results of preliminary linear regression analyses revealed significant correlations between youth's perceptions of hiring standards and the number of academic courses taken; duration of prior work experience; number of hours worked per week in previous jobs, age, family income, program participation; time spent in worksite orientation; and duration of work experience during the treatment period. Significant correlations were also found between youth's perceptions of disciplinary standards and the reservation wage, duration of prior work experience, sex, size of firm, cost of equipment operated by youth, wages received during treatment, and duration of work experience during treatment. Other personal, firm, job, and program characteristics were not significantly related to either standard. (Author/KC)

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YOUTH'S PERCEPTIONS OF EMPLOYER HIRING AND DISCIPLINARY STANDARDS

Technical Report
Employability Factors Study

Studies in Employment and Training Policy: No. 2

by

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FOREWORD

Policymakers and practitioners in the employment and training field have devoted considerable attention in recent years to problems associated with high youth unemployment. Analysis of these problems reveals a complicated set of factors, the relationship of which is not clearly understood. On the demand side of the issue, solutions seem to be in finding ways to increase the number of job openings for youth. On the supply side, solutions are seen in improving the employability of the youth themselves. The Employability Factors Study is part of a larger research program which simultaneously examines the relationship between demand and supply variables and youth employability. Specifically, this study focuses on youth's perceptions of employer hiring and disciplinary standards, possible determinants of youth's perceptions, changes in perceptions resulting from participating in employability development programs and work experiences, and relationships of youth's perceptions to supervisors' reports of their hiring and disciplinary standards. Future work will concern relationships of youth's perceptions to employment outcomes one year after high school. The researchers use a work socialization framework to guide the inquiry and to determine the implications of the findings for the improvement of employment and training of youth.

We wish to express our gratitude to the National Institute of Education for sponsoring this study and to Ronald Bucknam, project officer, for his guidance and support. We want to thank the members of the research division's advisory committee for their suggestions in the development and execution of the study. The committee consists of Howard Rosen, chairperson; William Brooks, General Motors; José Cardenas, Intercultural Developmental Research Association; David Clark, Indiana University; Ellen Greenberger, University of California, Irvine; Charles Knapp, Tulane University; Marion Pines, Mayor's Office of Manpower Resources, Baltimore; Peter Rossi, University of Massachusetts; Beatrice Reubens, Columbia University; Henrietta Schwartz, San Francisco State University; and Lana Wertz, Aetna Life and Casualty. We also wish to thank the following individuals who provided insightful critiques of this report of the preliminary findings: Howard Rosen and Henrietta Schwartz of the advisory committee; Joseph Grannis, Professor of Education, Teachers College, Columbia University; and Ida Halasz and Catherine Fitch of the National Center.

Finally, we wish to thank all the students, employers, and staff associated with the employability development programs and the schools participating in the study. While our assurances of anonymity preclude mentioning their names, we nevertheless want to express our sincere appreciation for the time and cooperation they extended to the research staff.

Recognition is due to John Bishop, the National Center's Associate Director for Research, for overseeing the study; Richard Miguel for directing the study; James Weber for the analysis of data; Lisa Chiteji, Program Associate, and Robert Foulk, Graduate Research Associate, for their assistance in data collection, processing, and analysis; Janet Kiplinger for editorial assistance; and Jacque Masters for typing the report.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

ABSTRACT

The Employability Factors Study is a three-year research effort that focuses on youth's perceptions of the skills and attitudinal attributes needed to get and keep jobs. This report concerns preliminary findings resulting from analysis of data collected in 1981 and 1982. The 1,135 subjects of the study are youth enrolled in different employability development programs and comparison groups of employed and nonemployed youth not enrolled in such programs. Data were also collected from 414 supervisors of the employed youth, from the staff of the employability development programs, and from the staff of the academic courses from which the comparison groups were drawn.

The research questions addressed in the preliminary analyses relate to the relationships among (1) youth's perceptions of hiring and disciplinary standards; (2) their supervisors' reports of those standards; and (3) selected characteristics of firms, jobs, employability development programs, and the youth, themselves. Linear regressions were used to estimate the relationship of the selected characteristics to (1) youth's perceptions of employer standards and supervisors' reports of those standards, (2) the differences between youth's perceptions and supervisors' reports, (3) the magnitude of those differences, and (4) changes in youth's perceptions from pretest to posttest over the 1981-82 school year.

The results of the preliminary analyses revealed significant correlations between youth's perceptions of hiring standards and the number of academic courses (e.g., math) taken; duration of prior work experience; number of hours worked per week in previous jobs, age, family income, program participation; time spent in worksite orientation; and duration of work experience during treatment period. Other personal, firm, job, and program characteristics were not significantly related.

Significant correlations were also found between youth's perceptions of disciplinary standards and reservation wage (e.g., lowest wage they would accept after completing the program), duration of prior work experience, sex, size of firm, cost of equipment operated by youth, wages received during treatment, and duration of work experience during the treatment. Other personal, firm, job, and program characteristics were not significantly related.

Interpretations of the preliminary findings were guided by a work socialization paradigm, which examines youth's perceptions in anticipatory socialization experiences, encounters of perceptions and standards upon entry into the workplace, and changes in perceptions resulting from work experience.

An executive summary of this report is available in a separate document.

CHAPTER I

FOCUS OF THE STUDY

Considerable attention has been given in recent years to the employment problems of youth. There has been concern not only with the high unemployment rates of youth but also with their perceived inadequacies regarding employability and the long-term effects of those inadequacies on future employment. Freeman (1980) suggests that the employment problems of youth can be viewed from either a demand-side or a supply-side perspective. This study concerns the latter, but not because we subscribe to the notion that youth and their deficiencies are the problem. Instead, we have focused on supply-side issues because we believe that an inordinate amount of policy and practice is based on the premises that youth are deficient in certain worker attributes and that youth employability will be ameliorated by rectifying those deficits. It is not our intention to refute these premises. However, there is little conclusive empirical evidence regarding how these worker attributes relate to employability and what is involved in developing them. Even less empirical evidence is available to demonstrate that employability development efforts have been effective in this regard.

In particular, this study focuses on perceptions of worker attributes that youth need to get and keep jobs. We are interested in the determinants of youth's perceptions, how those perceptions relate to their supervisors' reports of hiring and disciplinary standards, and how youth's perceptions change as a result of education, training, and work experiences. Ultimately, we are interested in understanding better how youth's perceptions of desired worker attributes relate to employment outcomes.

In preparing this report, we have used several terms that require some explanation. Youth refers to individuals from the ages of fourteen to twenty-four. Disadvantaged youth refers to those individuals experiencing the most difficulty with employability, that is, obtaining and maintaining employment that leads to self-sufficiency. Worker attributes is an inclusive term that refers to skills, attitudes, work habits, and other factors associated with getting and keeping jobs. Employer hiring and disciplinary standards refers to worksite supervisors' evaluations of worker attributes in making decisions whether or not to hire or fire employees. Perceptions of employer standards refers to an individual's understanding of the importance of selected worker attributes in employers' hiring and on-the-job disciplinary decisions.

The Problem and the Setting

There are many claims and some evidence, although mixed, that youth are indeed poorly prepared for work (Ginzberg 1980). Many lack an adequate orientation to work and have limited competencies. However, the fact that most youth eventually do become established in the labor market (Ginzberg 1980; Freeman 1980) suggests that most of their problems in getting and keeping jobs get solved. Nevertheless, substantial differences exist in the rate and quality of the jobs they obtain.

Steinberg and Greenberger (1979) suggest that treating the problems of early adolescent employment at any one level of analysis, to the exclusion of others, can seriously distort our understanding of the phenomenon and the implications that can be drawn from it. It seems that this is often the case. Those who view the problems of youth employability as being caused by youth's negative attitudes, lack of motivation, and work ethics often believe that those problems can be made to disappear by getting youth to adopt the attitudes and values espoused by employers. Similarly, they simplistically believe that training and work experience alone will rectify the situation. The larger issues of socialization to work, which are appropriate to such a solution (Anderson and Sawhill 1980), are frequently overlooked--despite the fact that such socialization forces are continuously operating whether or not they are attended to.

Bandura (1982) suggests that individuals often do not behave optimally even though they may have the necessary skills and attitudes and know fully what to do. He states that perceived self-efficacy, which concerns individuals' judgments of how well they can execute courses of action, may account for behavioral variance. We believe that these and other perceptions, which are the result of many interactions with others, are crucial to understanding youth's work behavior. Do youth know what employers expect of them when they apply for a job? Are their perceptions of what they are supposed to do on the job accurate? To what extent are these perceptions related to the work norms associated with the "good worker": self-control, self-discipline, conformity, and cooperation (Carlson 1982)?

Training aimed at socialization and resocialization to these norms and its effects on youth's perceptions of what they need to get and keep jobs must consider both the characteristics of the jobs youth get and personal characteristics (O'Leary 1972). But this often does not seem to happen. For example, minorities and women are conspicuously overrepresented in jobs that pay less and have fewer career possibilities. While many hypotheses have been brought to bear to explain why minorities and women are to blame for their dilemma, it has been found that the process of labor-force participation works to their disadvantage. Ornstein (1976) emphasizes that the impact does not descend at any one distinct point. Instead, the continuing accumulation of deficits causes some to fall further behind. Ornstein's analysis revealed a progressive increase in the deficits of blacks from their earliest experiences with family, education, and work till eight years after their first job. Anderson and Sawhill (1980) further point out that even when minorities are fully prepared for employment, they still have the greatest difficulty in obtaining jobs and remain the most disadvantaged in regard to employability.

It seems that, while many are concerned with casting blame and prescribing remedies, little attention has been given to the perspectives of youth themselves. Anderson (1980) graphically illustrates this point. Young, unskilled blacks often perceive themselves as useful only to exploitative employers in the most menial jobs. Consequently, these young blacks often will not accept work tasks and conditions that are demeaning. Surely, these perceptions will come into conflict with employers' demands for good work ethics and positive attitudes. Further, the resulting behaviors are likely to confirm employers' perceptions that these young blacks lack these worker attributes. This seems to be true regardless of the employer's race.

Consequently, the involvement of youth in training and work experience for the express purpose of developing or remediating such attributes as job-seeking skills, work attitudes, and work habits without due regard for youth's perceptions of those attributes and the circumstances that surround them may result in ineffective employability development. Other researchers have found that efforts to improve upon youth's employability can have negative effects. For example, Greenberger and Steinberg (1979, 1980, and 1982) have found that for some youth work experience during adolescence is related to lower involvement in school, development of cynical attitudes toward work, and acceptance of unethical work practices. Campbell (1971) notes that training that does not fulfill its promise can erode confidence, injure morale, and intensify already-held negative attitudes. Bahn (1973) suggests that "frontal attacks" rarely work on employability problems, since they tend to evoke "counter pressure" and unintended negative consequences.

We have discussed, albeit briefly, the problems that youth face in becoming employable and the attempts and consequences of programmatic efforts to help solve those problems. The evidence that these programs work is mixed and often nonempirical (Campbell 1971; Stromsdorfer 1980; Passmore 1982; Anderson and Sawhill 1980; National Commission for Employment Policy 1979; Bartlett 1978). Nevertheless, even when we are told of the benefits, we are still left with a very inadequate understanding of the consequences of employability development practices and, more importantly, of the determinants of those effects. We do seem to have a grasp on parts of the problem (e.g., what employers say they expect of young workers, which groups are experiencing the most difficulties, possible sources of employability problems). What is needed is knowledge regarding the links between the antecedents and the consequences. We believe that a partial solution to this problem lies in improving our understanding of youth's perceptions of employer hiring and disciplinary standards, the determinants of those perceptions, and the relationships of those perceptions to employment outcomes. Such an understanding may provide insight on such linkages.

Theoretical Perspective

In order to provide a framework for our investigation of youth's perceptions of employer hiring and disciplinary standards and of the mediating effects of those perceptions on employment outcomes, we considered various theoretical bases. We decided that some type of work socialization model would be best to illuminate our understanding of the context in which work-related perceptions operate. In developing our theoretical perspective, we turned to Van Maanen's (1976) perspective on organizational socialization as it concerns "breaking in" to work organizations because it focuses on the processes and outcomes of entry into a work organization and relates that event to earlier stages of socialization. The following discussion draws heavily on Van Maanen, summarizing his interpretations of the socialization process and relating them particularly to youth. Van Maanen views organizational socialization as a special case of adult socialization and focuses on an individual's adjustment to specific and general role demands necessary for participation in work settings. In turn, we have conceived of adolescent socialization to work as a special case of adult socialization. Using Van Maanen's perspective, we can view initial stages of breaking in to the employment sector within the larger context of work socialization that precedes and follows these breaking-in stages. Findings from our own studies will provide a test of the assumptions on which this perspective is based.

Figure 1 illustrates our paradigm of adolescent socialization to work as we have adapted it from Van Maanen. Starting with anticipatory socialization, youth form attitudes and behaviors relevant to work, perceptions of what work organizations are likely to value, and expectations for their experiences in work settings. This is followed by entry into the workplace, which is viewed as an encounter of organizational and personal variables that impinge upon the socialization process. Depending upon the intensity and scope of the encounter, individuals are seen as changing their perceptions regarding desired worker attributes in ways that achieve harmony with those of the work organization. The consequences of this socialization process, whether positive or negative, set the stage for subsequent entry into other work organizations. For youth, this process can be repeated many times until they have crystallized vocational preferences and try to establish themselves in full-time employment with career potential. Consequently, our paradigm views breaking in to early part-time work experiences as a cyclical process contributing further to anticipatory socialization for entry into later employment. The remainder of this chapter fleshes out the particulars of this paradigm; the following chapter discusses the related research in terms of this paradigm.

Anticipatory Socialization: Expectations and Predispositions

Anticipatory socialization refers to the learning that takes place prior to entering a work organization and that predisposes individuals to respond to the demands of workplaces. As a result of interactions with persons and objects in the home, school, and other environments, individuals learn both broad, societal prescriptions, such as those embodied in the work ethic, and specific, behavioral guidelines, such as how to care for tools and work space, and how to work safely and efficiently.

Anticipatory socialization toward work becomes of greater importance for youth as they approach working age. When they reach this "boundary point," youth socialization experiences can vary considerably depending upon the nature and content of their previous work (e.g., baby-sitting) and nonwork activities and the positive and negative influences to which they are exposed. In some families, work ethics are laid down early, with young members assuming responsibility for household chores; helping relatives, neighbors, and friends; and devoting time and effort to homework assignments and practicing music lessons and the like. Similarly, some youth are encouraged to cultivate a strong sense of duty, obligation, and responsibility by fulfilling their social responsibilities and commitments to others. At the other extreme, some youth learn that work is demeaning and even threatening in that early experiences are harsh and exploitative. Some youth live in homes where family

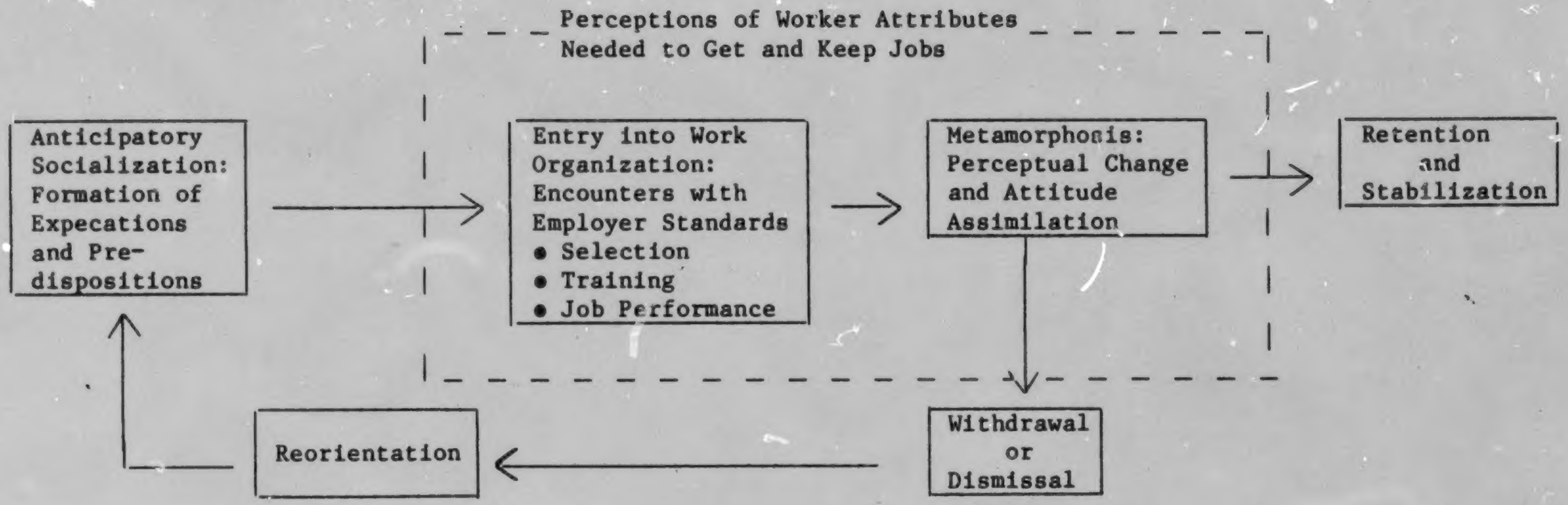
Perceptions of Worker Attributes Needed to Get and Keep Jobs
Anticipatory Socialization: Formation of Expecations and Predispositions
Entry into Work Organization: Encounters with Employer Standards
● Selection
● Training
● Job Performance
Metamorphosis: Perceptual Change and Attitude Assimilation
Retention and Stabilization
Withdrawal or Dismissal
Reorientation

Figure 1. Adolescent Socialization to Work

members reap many rewards from employment, while others have little regardless of how many hours they labor.

Schools and other social institutions as well as television and other media also inform youth of work ethics and other attitudes toward work. Youth are constantly weighing these messages against what they have been taught by family members, peers, and other reference groups. All such activities and their effects form in youth a frame of reference and expectations through which they will confirm or disconfirm perceptions they have of themselves and of the vast range of work-related experiences that lie before them.

Schooling is an important aspect of anticipatory socialization to work. Van Maanen defines "education" as systematic teaching of values, attitudes, and skills required for participation in social organization. He is quite specific in limiting education to experiences external to work organizations. His definition is appropriate for our purposes because of our concern with the anticipatory socialization of secondary schools. One often hears from educators that education is preparation for life--although it is unclear what life they are talking about. It could be preparation for "the good life" or preparation for work; however, the latter is often strongly resisted by many educators. Whatever are the perceptions of educators on the purposes of education, their implicit and sometimes explicit intention is to shape student's perceptions along lines similar to their own even though they may be unaware of unintended consequences. For example, employers expect schools to socialize youth to the "basic" attitudes and values (i.e., work ethics) needed for successful job performance, and, in the opinion of many, schools have not done their job.

Some school programs are specifically designed to expose youth to formal orientation and other preparatory experiences for workplace entry. These experiences, which are intended to ease the transition, provide a type of lens that focuses the expectations and perceptions formed through anticipatory socialization. The extent to which these orientation activities are realistic may determine how successful the entry will be.

Entry into the Workplace: The Restructuring Effects of the Encounters of Perceptions and Attitudes

Van Maanen describes entry into a workplace as a boundary passage. He states that individuals are more vulnerable to an organization's socialization processes at such boundary passages. This would be particularly true for youth entering their first jobs. They may have few guidelines for their behavior, relying on whatever knowledge they might have accumulated, on their expectations of what is in store for them, and on their perceptions of what they are supposed to do. All of these mental constructs are a result of anticipatory socialization. Further, youth often will have little knowledge of the content and processes of the organization's socialization. All this adds up to a stressful period--a condition that can be favorable for modifying their attitudes, beliefs, perceptions, and other cognitive structures. It is also a period in which either youth or their employers can reject each other when socialization efforts on the part of the organization become frustrating or untenable.

Van Maanen describes this aspect of socialization as "encounter" because as individuals enter workplaces, their perceptions of work are confronted by the standards and norms prevailing there. If their expectations and perceptions are accurate (i.e., realistic and pertinent), they are confirmed and reinforced. If they are not, socialization here will involve a disconfirmation process whereby perceptions are jarred and individuals are detached from former expectations.

The first test of anticipatory socialization in a work organization comes when employers make hiring decisions. Generally, we assume that employers are looking for individuals who will require the least amount of socialization to their ways of conducting business. For individuals who have values, attitudes, and other attributes highly congruent with those of the organization, entry will be relatively easy, provided they can convey this when applying for the job. In some cases, youth with little work experience may be considered desirable (provided they seem to possess other desired attributes) because the organization will have the opportunity to mold them. Youth lacking adequate anticipatory socialization, on the other hand, will have to convince employers they are worth the risk, or they can try to present themselves in such a way that employers will think they have the desired attributes. However, the latter can have the unfortunate consequence of raising employer expectations for job performance beyond the level at which the individuals are capable of performing.

Van Maanen poses five sets of structural variables that can affect the entry phase: environmental factors, organizational factors, relevant-group factors, task factors, and individual factors. He stresses that the complexity and interdependence of these factors cannot be overstated. Thus, we would expect these mediating factors not only to influence outcomes of the socialization process but also to affect each other and relevant work-related perceptions.

Metamorphosis: Perceptual Change and Attitude Assimilations

Youth who make it past the initial entry point enter the stage of work socialization where harmony must be achieved between their perceptions and attitudes and those of the work organization. These initial entry experiences can be a major determinant of youth's later attitudes, beliefs, and behaviors For youth, continuance can involve what Van Maanen calls "upending events." These events concern changes in perceptions and beliefs about work and involve varying degrees of disconfirmation. Disconfirmation, being an uncomfortable state, forces individuals to seek safety by changing perceptions, attitudes, or other cognitive structures and altering expectations and behaviors accordingly. The organization effects change conditions in socialization by its system of rewards and punishments and by the way it attends to or ignores certain behaviors of the individuals wishing to continue with the organization. The intensity of the change is situationally determined by and dependent upon both organizational and individual characteristics.

Once youth have demonstrated appropriate worker attributes, the socialization change process ends or abates. This can be signaled by formal or informal rites of passage (Blau 1966), which declare to the new workers that they have "made it" and that they now belong. These turning points can also be points of crystallization of perceptions and attitudes. For as the initiates pass through, they are likely to hold on to them firmly until the socialization process is reactivated by changes in situational or personal factors (e.g., changing jobs or supervisors). For youth, successful early employment experiences may not mean accomplishing rites of passage in the occupational sense. Rather it is signaling one's break with childhood and entry into the adult world. Independence, autonomy, security, and status in jobs may be on the horizon but probably are not work socialization tasks fully achieved in early work experiences.

Van Maanen (1976) points out that socialization in the workplace can be ineffective for either the organization or individual workers. For example, high turnover can be a nuisance for the employer and harmful to youth. On the other hand, turnover can keep wages down and provide an escape for youth from negative socialization. Clearly, this is an individual matter and bears closer examination. Van Maanen's perspective on "overaccommodation" to socialization outcomes is illuminating. Many might consider youth's acquisition of work ethics and proper attitudes a mark of success. However, socialization can be viewed as unsuccessful if it produces individuals who overconform to norms, values, and behaviors. This can be very damaging to youth's ability to transfer such attributes to other work settings. Hence, one must also give special attention to early work experiences--especially for youth--as anticipatory socialization for future work experiences.

Research Questions

Although the overall intent of this line of inquiry is to improve our understanding of the antecedents and outcomes of the work socialization of youth, the central focus of the investigation at this time is on the relationships of (1) youth's perceptions of hiring and disciplinary standards, (2) their work supervisors' reports of those standards, and (3) selected antecedents and employment outcomes associated with employability development programs. Specifically, the research questions addressed at this point in the investigation are:

1. How do employer hiring and disciplinary standards and youth's perceptions of those standards relate to characteristics of employment firms, youth jobs, employability development programs, and the personal characteristics of youth?

2. How do the differences between supervisors' reports of the standards and youth's perceptions relate to these characteristics?

3. How does the magnitude of the differences between supervisors' reports of the standards and youth's perceptions relate to these characteristics and to youth's preprogram perceptions?

4. How do the changes in youth's perceptions relate to these characteristics and to youth's preprogram perceptions?

CHAPTER II

RELATED RESEARCH

Many variables have been used to explain the behavior of individuals within a social environment (Campbell 1963). While it is useful to separate out perceptions from these other variables to study their relationship to work behavior, it is important to gain an understanding not only of how perceptions interact with other variables to produce work behaviors but also of how these other variables relate to the formation of the perceptions themselves. Unfortunately, the relative importance of these variables and the ways they relate to each other is unclear (Parnes and Rich 1980). Nevertheless, many of the studies that have been conducted in the area of attitudinal predispositions do provide some knowledge of these relationships. This chapter is a review of the related literature and research on work socialization and worker attributes. In this review we examine worker attributes considered important in employability development, the development of perceptions of self and work, and prospects for changing worker attributes.

Worker Attributes Considered Important in Employability Development

Before examining the factors considered essential for employability, it is important to make some distinctions regarding skills or competencies and other aspects of employability. Dunnette (1976) makes this distinction by separating human attributes that may affect work performance directly from those that may affect it through the mediating influence of perceptions based on social interaction. The latter, he notes, "bear importantly upon what and how individuals perform work assignments, but they are not aptitudes, skills, or abilities" (Dunnette 1976, p. 474). Skills, according to Dunnette, designate physical and motor aptitudes and abilities. Although others (Cronbach and Snow 1977; Anastasi 1970; Super and Crites 1962) point out definitive differences among skills, aptitudes, and abilities, Dunnette's definition of skills will suffice for our discussion, for it includes such "skills" as typing, driving a truck, selling merchandise, writing an article, and computing sales figures. These are quite distinct from being on time, reporting in when sick, responsibility, honesty, dependability, and other attributes that are commonly found on "job competency" or "employability skills" lists. We shall refer to the nonskill attributes (personality traits, attitudes, and behavioral characteristics) as social-psychological attributes to distinguish them from skill factors associated with employability. Together the skill and social-psychological factors are included in our use of the term "worker attributes." The discussion of skill and social-psychological attributes that follows is based primarily on literature concerning persons' opinions of what they consider to be important. In almost all cases it does not reflect empirical evidence on the issues, which is discussed in the subsequent sections.

Skill Attributes

An examination of attributes considered important for youth employability reveals that job skills represent only a small proportion of factors contributing to job search and retention success. This seems to be due to the fact that either most youth possess the skills needed for the jobs they can get or can be trained to acquire those skills within a few weeks of informal on-the-job training. Surveys of employers (e.g., Richard 1980) have shown that skills often do not figure prominently in the reasons that youth do not get and keep jobs. The obvious exceptions are jobs requiring specific skills, such as typist, computer programmer, and machinist. However, these jobs represent only a small part of jobs in the youth labor market.

One notable exception in the skill area is employers' concern with basic academic skills (Murphy 1969; Kline 1969; Richards 1980; Taggart 1981), trainability, and the ability to learn. These general or fundamental skills, although they seem evident at face value, have been variously interpreted, as evidenced by the proliferation of surveys and other inquiries on the subject. To put it simply, it is well known that employers expect young people to be able, if required, to read, speak, write, and use mathematics to carry on everyday work operations. Further, they expect youth to be able to grasp simple instructions, to learn simple job duties quickly, and to use good judgment and reasoning in executing job tasks.

Despite the concern over the poor preparation that youth receive in schools, Ruebens (1974) found that only a small number of male high school graduates had first jobs that can be classified as using school skills. This suggests that employers' claims that youth do not have good basic skills must have more to do with some general trait related to trainability and learning on the job than it does with skill deficits. Consequently, looking for one-to-one matches between school skills and job skills may be a misguided effort. More needs to be known about abilities that underlie school skills and job tasks to understand what employers mean by "basic" skills.

Job search is another skill area that has received much attention. Borus et al. (1980) concluded that the most disadvantaged persons in the labor market are substantially less knowledgeable about the labor market in which they are attempting to operate. Wegmann (1979) contends that job-finding skills are learnable, although they are not generally taught in schools. Among these skills are the ability to find new jobs, using networks and contacts, writing resumes, filling out job applications, interviewing, and following up on job contacts. Wegmann cites several examples of the success of skill training in this area. Participants of job search assistance programs were dramatically more successful than the control group in getting jobs (90 percent employed as compared to 55 percent; 14 days to get a job as compared to 53 days, respectively). The success of job-finding skill training has been attested to in our own work by the not infrequent comments of employers who are concerned that some prospective employees are getting "too good" at job search activities, alleging that they are being deceived by the "learned behavior," which does not necessarily mean they will perform on the job.

Social-Psychological Attributes

Personality traits, attitudes, and behavioral characteristics (viz., work habits) are disproportionately mentioned as factors contributing to job search and retention success. Deficiencies in these factors are repeatedly cited as reasons that youth do not get or keep jobs (Wilson 1973; Leach and Nelson 1978; Dodd 1981; Ellwood 1980; Adams and Mangum 1978; Passmore 1982).

Collins's (1974) survey of employers revealed that some employers included high school diplomas in employment requirements. What is surprising about his finding is that the diplomas are considered as indications of perseverance, self-discipline, and drive rather than of knowledge. Richards (1980) surveyed employers to determine employee attributes most important to them. Similarly, he found that positive attitude (i.e., concern for the organization and its products and positive approach to tasks assigned) and dependability (i.e., good attendance, punctuality, acceptance of responsibility, and accountability) were judged as the most important. Communication skills and basic academic skills were also of high importance but lower than positive attitude and dependability. Only a minority of the employers indicated that craftsmanship and productivity were of "top importance" (41 percent and 34 percent, respectively).

While we have separated out personality traits, attitudes, and work habits for discussion purposes, we must point out that in reality they seem to be interrelated. This interrelatedness is apparent not only in the theoretical sense that personality traits affect attitudes and attitudes in turn affect behavior, but in the layperson's inclusive use of the terms in describing similar employability problems. For example, when youth are performing poorly on the job, employers might attribute this to their unreliability, lack of work ethics, or poor work habits.

These factors have gained considerable attention in employment and training programs for youth, especially for the disadvantaged since they seem to be "lacking" such attributes. Further, these factors are cited almost without exception in studies of employability development for youth, the disadvantaged, and the unemployed (Campbell 1971; Collins 1974; Kazanas and Beach 1978; Beach 1981; Rosove 1982; Stephenson 1979 and 1980; Appelbaum and Koppel 1978; Pelligrin 1976; Kazanas and Wolff 1972; Anderson and Sawhill 1980; Taggart 1980, 1981; Boyd et al. 1975; Rosenfeld 1982; Richards 1980; Hensley 1979; Leach and Nelson 1978; Lynton, Seldin, and Gruhin 1978; Mangum and Walsh 1978).

Kazanas and Wolff (1972) suggest that attitudes toward work are the most basic foundations of effective work habits. They define work attitudes as the manner in which individuals view work—a state of mind or a feeling with regard to work. They define work habits as constant patterns of actions—unconscious processes by which the work is performed. These definitions illustrate the interrelatedness of those constructs to each other as well as their relationship to basic personality traits that shape work attitudes and habits.

A review of the behaviors and characteristics of workers found in the literature and surveys related to this topic reveals considerable consistency in the type of items considered important for employability. The following briefly describes the personality traits, attitudes, and work habits that can be inferred from those sources. Appendix C contains specific examples of those worker characteristics.

Personal traits. Many socially desirable personal traits are explicitly mentioned or can be inferred from behavioral statements of job performance found in the examples of appendix C. Among the most commonplace are initiative, responsibility, cooperation, ambition, loyalty, self-directedness, even-temperedness, stability, perseverance, helpfulness, cheerfulness, reliability, dependability, industriousness, sociability, thoughtfulness, courtesy, friendliness, alertness, and good judgment. Although this is not the place to interpret the various meanings of these traits, it should be pointed out that some of the terms just mentioned may be euphemisms for other desired traits. For example, "cooperation" may be another way of saying "compliance;" "self-directedness" may mean "does not need a great deal of supervision and training" rather than "independent in thought and action." Rosenfeld (1982) suggests that we should be cautious in striking a balance between developing such attitudes and behaviors needed in the short term of early job entry and those needed for the future (viz., independent-mindedness that builds self-confidence and prepares individuals for more responsibility).

In addition, careful thought must be given to how personal traits can be developed in different individuals. For example, Kohn and Schooler (1982) question whether the development of self-directedness is possible in the secondary labor market. They found job conditions that result in feelings of distress or lack of job protections, dirty work, close supervision, and a low position in the supervisory hierarchy. They concluded that persons of lower social positions are more likely to believe that conformity to external authority is all that their own capacities allow. In addition, perceptions of the importance of personal traits can be affected by the job levels persons hold in an organization (Porter and Henry 1964).

Attitudes. While attitudinal items appear in many forms, most are of the attitudes-toward-work variety, more particularly work ethics (Weber 1958). Among those most often mentioned are: shows interest in work and co-workers, enjoys work, shows respect for authority, accepts rules, accepts criticism, respects the rights and property of others, and accepts change. Rosenfeld (1982) cites a recent survey of businesses to determine what they wanted most from schools: more basic education, more training for adults, more vocational education, more shop experience, or better work attitudes. He reports that those surveyed overwhelmingly chose better attitudes. Others have found that altering or developing certain attitudes and social skills has proven to be important in removing barriers to employment (Frost 1974; Evans 1978) and in improving on-the-job performance (National Commission for Employment Policy 1979). However, The National Commission for Employment Policy (1979) caution that youth may be receiving more criticism about their work attitudes than can be justified.

Work habits. Many items in this category relate to employers' concern with efficiency, control, and order in the behavior of workers. Among those often mentioned are punctuality, carefulness, neatness, using established procedures, following directions, completing work on time, planning and organizing work activities, taking care of tools and equipment, and not wasting supplies and materials.

Evidence of the Relationship between Worker Attributes and Youth Employability

No clear picture emerges from an examination of the research on the worker attributes and youth employability. The reasons for this state of affairs seem to be the complexity of factors impinging on the nature of youth work, the tentative nature of their commitment and attachment to work, employment practices, and fluctuation in the demand for young workers.

Passmore's (1982) recent review of research on youth employment problems portrays a rather dismal picture of the state of knowledge. A summary of his observations follows. He concluded that evidence supporting the hypothesis that lack of skills is the reason for youth unemployment is vague and equivocal. There is no evidence that lack of technical skills is a direct cause of employment problems--in fact, training for most youth jobs can be completed in a short time. The literature does not show the incidence and nature of personal/social deficits that impede youth's job success. Very little conclusive evidence is available about the role of basic skills in employability problems. There is little empirical support for the widely accepted assertion that work experience fosters responsibility and facilitates development of attitudes and values important to success on the job. The pervasive theme running through Passmore's review seems to be that employability programs are placing more weight on the evidence, which is used to support the conventional wisdom that guides these programs, than that evidence can support.

Nevertheless, in Passmore's review and elsewhere, we can see that research has begun to shed some light on the relationship of worker attributes to youth employability. Freeman (1980) points out that, while problems with the data raise some doubt, youth joblessness may be more due to lack of jobs than to poor work attitudes. This observation raises the issue of how employers' assessments of youth's capabilities to do the work may vary considerably between tight and slack labor markets. Further, Freeman points out that deficiencies in affective and cognitive skills needed in jobs in the regular economy are probably limited to certain groups of individuals (i.e., those groups experiencing high rates of joblessness). Anderson and Sawhill (1980) concur, noting that the large majority of youth do succeed in the labor market. Therefore, we are led to conclude that personal and situational variables related to perceptions of these worker attributes may be critical in understanding how the attributes relate to youth employability.

The Development of Perceptions of Self and Work

Early Socialization and Attitude Formation

Part of the difficulty in understanding the development of perceptions, attitudes, and other mental constructs associated with work lies in the fact that work is such a pervasive life activity. The impressions one forms of work are the result of an accumulation of experiences that begin early in childhood and develop as a result of everyday interactions with persons, objects, and events (Appelbaum and Koppel 1978). The nature and content of these experiences can be affected by a person's race and sex (Haefner 1977), socioeconomic status (Kohn 1981; Goodale 1973; Pentecost 1975; Parnes and Rich 1960), personality traits (Stern 1962; Trow 1962) family patterns (Rodman, Nichols, and Voydanoff 1969), employment status of family members and significant others (Himes 1968; Hotchkiss and Chiteji 1981), location of residence (Borus et al. 1980), exposure to work at school and through the media (Schwartz and Henderson 1964) schooling (Sewell, Hauser, and Wolf 1980), and situational factors associated with employment and training. As individuals increase their exposure to work-related activities in the home and community and to the attitudes others hold toward work, they begin to form opinions about the importance of the attitudes and skills required for work. Eventually, these opinions shape beliefs and then attitudes, which are likely to persist until they encounter other stimuli to change them. Baumrind (1975) found that early socialization experiences can also set limits on the kind of persons adolescents become, depriving them of skills, values, and habits required by employers.

Related to the concepts of work are concepts that individuals form about themselves as workers and the responses others make toward those self-concepts. Among the types of evidence confirming a self-hypothesis, the most important may be perceptions resulting from interpersonal contacts. Rosenberg (1975) noted that, although individuals require confirmation of their self-hypotheses in the actions of others toward them, their interpretations are not necessarily objective or accurate. Applied to the concept of self as worker, the way others behave toward an individual can shape his/her evaluation of whether or not he/she is competent. The extent to which the individual's self-conceptions are consistent with how others behave toward his/her work behaviors, then, can contribute to his/her perceptions of desirable worker attributes. Rosenberg concludes that adolescents in dissonant contexts are conspicuously more likely to have unstable self-concepts than are youth in consonant contexts. If this holds true for work contexts, then, we would expect that youth, whose concepts of what is necessary to get and keep jobs are consistent with their employers' concepts, will receive greater confirmation.

Super et al. (1963) suggest that early experiences with work aid in the formation of many self-concepts that will come into play as youth assume the role of worker. They propose that there are three major stages to self-concept formation. The first is the development of perceptions of self

(self-percepts). This stage closely parallels anticipatory socialization. The second stage is the translation of self-concepts into occupational concepts of self as worker (e.g., "I think like a carpenter, I like what carpenters like, I can do what carpenters do, I think I can be a carpenter"). The last stage is self-concept implementation. During this stage, youth begin to put to the test the concepts they have of themselves. The relevance of Super's self-concept constructs to anticipatory socialization is that youth may vary considerably in their readiness and realism as they enter early employment. Some youth will recognize this period for what it is--a chance to try out their concepts and to prove to others that they are capable of doing the work. This trial period will involve testing out not only their abilities, skills, and perceptions of self, but also their beliefs, attitudes, and perceptions of what is important in the workplace. While Super's work primarily concerned middle class youth, this notion of self-concept seems especially pertinent to the disadvantaged (Miskimins and Baker 1973).

Closely tied into attitudes toward self-as-worker are attitudes toward self. Self-esteem is not a characteristic that is firmly fixed by the time an individual enters high school. Bachman and O'Malley (1980) estimate that among young men in their late teens and early twenties, self-esteem has high stability in one-year intervals but proportionally lower stability over the eight-year span of their study. They speculated that unemployment is particularly likely to lead to self-blame, since their lack of diploma, job skills, and occupational information are something they are often told they could and should take steps to correct.

While there is uncertainty about how youth's attitudes toward job competencies and other worker attributes develop and how those attitudes relate to job performance, there seems to be agreement that individuals can vary considerably in those attitudes and how they affect behavior (Belcher and Atchison 1976; Bullough 1967; Dubin, Hedley, and Taveggia 1976; Goodale 1973; Goodwin 1972; Pentecost 1975; Shappell, Hall, and Tarrier 1971; Stanton 1982; Triandis et al. 1974; Williams 1968). A society such as ours values individual differences and appreciates their existence, so it is not surprising to "discover" these differences, particularly when you observe individuals from diverse social environments.

In the first place, individuals vary considerably in the centrality of work to life interests (Dubin, Hedley, and Taveggia 1976). This may be the result of many social forces including home, school, and peer influences. It can also be the result of the relative importance that work has in meeting personal, social, psychological, and/or economic goals. Stanton (1982) suggests that today's workers, on the average, may not be as inclined to "put their shoulders to the wheel to achieve personal success" as their predecessors. Secondly, employers can vary in their perceptions of youth's predispositions to work.

If we look at the environments in which predispositions toward work attitudes are formed, we may find clues to how they differ and why youth seem to display work behaviors that are at odds with their expressed knowledge of work ethics. Many underprivileged children who do not interact daily with employed persons, for example, may remain naive about the language, dress, attitudes, and behaviors expected by employers (Himes 1968). Residents of black ghettos who express feelings of powerlessness may resign themselves to a life in an impoverished environment (Bullough 1967). When the disadvantaged seek jobs, the primary reason is for money (Goodale 1973) and for immediate gratification rather than for long-term personal development or career advancement (Himes 1968; Schwartz and Henderson 1964).

Despite the evidence of both between-group and within-group differences, many employability development programs design education and training efforts as if the individuals were alike (Pentecost 1975). When researchers have investigated competencies required of youth for labor market success, there has been remarkable consistency in what employers say youth need (Wiant 1977). This seems to be the case regardless of which youth are being discussed. Because certain skill deficiencies of the disadvantaged are apparently self-evident, focusing on skill, per se, seems the logical thing to do to improve employability. However, a number of the studies, such as those cited above, suggest that the affective dimensions of skill development must also be considered. To do this would seem to require individual attention to perceptual differences in the values, beliefs, and other attitudinal features youth attribute to work, the differences in the ways perceptions guide job behavior, the differences in employers' and supervisors' perceptions of worker attributes, and the differences that are likely to result from the interactions of supervisors and subordinates who hold different perceptions.

While it doubtlessly can be argued that either situational factors, such as those mentioned above, or personal factors are primarily reponsible for the formation of perceptions, it is important to note an important distinction between the two. According to attribution theory, individuals are more likely to view situational factors as controlling their behavior. On the other hand, an observer of those individuals (e.g., a supervisor) is likely to attribute their behavior to personality traits or predispositions (Jones and Nisbett 1971). If this is indeed the case, it seems advisable to focus on both kinds of factors to enhance our understanding of the determinants of perceptions and their relationship to work behavior and outcomes.

Socialization in Work Environments

Getting jobs. Good work habits and positive work attitudes have been found to be critical factors in competing for jobs (Kazanas and Wolff 1972) and in later employment (Raelin 1980). This has been amply demonstrated by efforts to teach youth job search skills. Youth are able to develop skills not only in finding jobs but also in presenting themselves favorably in ways that lead others to conclude that they will be good workers. However, Kazanas and Wolff stress the importance of youth actually acquiring the attitudes and work habits that will make them successful on the job.

There also seem to be significant differences in regard to job search techniques. Dayton (1981) found that youth at age twenty rely more heavily on personal contacts than on resumes to find jobs. In his sample, whites analyzed their interests and abilities to select a job and target the job search to that particular job. Blacks, on the other hand, relied on traditional techniques not particularly associated with job-finding success: want ads, state employment services, and government agencies. Blacks also viewed finding jobs less as a matter of cause and effect.

Dayton found that, although it is highly important for youth to identify a job goal, youth are not doing this and give the appearance that they do not know what they want to do. Personal characteristics (i.e., personality, persistence, ability to get along with others), reading and writing abilities, and willingness to work odd hours proved to be top-rated aids in getting jobs. All this seems to suggest that those individuals who are the most knowledgeable, organized, and persistent are those most likely to get the job. Further, it suggests that these strategies can be learned, and this is confirmed by the success of job search programs.

Work norms and normative attitudes. Since youth who are making initial entries into workplaces have probably had different preemployment experiences, we might expect that their perceptions of work, employers, and work environments would also differ. Triandis et al. (1975) determined that patterns of perceptions were quite different in their samples of blacks and whites. Individuals who distrusted people, things, roles, and relationships in an environment and did not see these entities as beneficial were described as manifesting "ecosystem distrust." The researchers found that this distrust develops in environments where negative reinforcements are more frequent than positive ones. In a work context, this would doubtless lead toward considerable misconceptions of self and work.

The work of Triandis and his associates is of particular interest because of its focus on what they call "the subjective culture" (Triandis et al. 1972). This concept suggests to us that the perceptions that individuals bring to workplaces can be at varying odds with the perceived roles, norms, values, and meaning of job tasks within the subjective culture of these workplaces. This concept could then partially account for variance in employment outcomes regardless of the extent of skill development. Not only could individuals get and lose their jobs because they have displayed attitudes and behaviors inappropriate to their employers' perceptions, but also they could elect to leave the work environment as an escape from what they perceive as punishing (Gullahorn and Gullahorn 1963). The manifestation of this phenomenon can be seen in the often heard employer complaint that youth do not possess the "right" attitudes and basic skills needed to do work. In light of the notion of subjective culture, one would have to conclude that the "rightness" of attitudes and skills is relative to particular work environments. Thus, to attempt to identify certain attitudes and skills as basic to all work environments (to the exclusion of both the perceptions of their relative importance in those settings and the variance in perceptions of youth toward those competencies) could lead to fallacious assumptions for developing effective education and training programs for youth.

Allen and Silverzweig (1976) also recommend that norms, the expected behaviors of individuals in group settings, should be taken into account in training efforts. They point out that group norms, although a critical consideration, are not often an explicit dimension of the group environment. In work settings, the perceptions of worker attributes and their relative importance are a dimension of group behavior that new entrants into the group must ascertain. Allen and Silverzweig point out that, while a norm is an anticipated behavior, it is more accurately viewed as an idea in the minds of group members. They have observed that behaviors acquired in training that are in conflict with group norms usually lose out. In some instances training may lead individuals to behave in ways that may even be harmful. This suggests to us that, for employability development to be effective, it is important for trainers to be knowledgeable not only of the worker attributes employers want but also of the extent to which they correspond with the normative attitudes of the various employer groups. This distinction often seems to elude trainers and persons who seek to enlighten them, because of their quest for the magical list of "competencies" that will make persons employable.

Job performance. Triandis et al. (1974) point out that the worker's job environment may involve "literally thousands of interactions," each of which can be misunderstood. The cumulative effect of these interactions can be a major determinant of youth's later perceptions, attitudes, and behaviors (Herzberg et al. 1957; Schein 1962; Vroom and Deci 1971). For example, dysfunctional perceptions can result in patterns of negative employment outcomes for certain individuals. A cursory view of the studies of minorities and women underscores this dilemma.

Although the disadvantaged seem to accept the work ethic (Rainwater 1966; Williams 1968) employers perceive them as not valuing it. Probably this is a result of differences in the environments in which predispositions were formed, the manner in which the lack of the work ethic is inferred from the work-related behaviors of the disadvantaged, and their disillusionment from the lack of payoff. Although evidence suggests that disadvantaged blacks are aware of the work ethic, they are not the same in this regard as others. Whites and middle-class blacks have more positive attitudes toward the conventional work ethic, pride in work, and intrinsic rewards of work (Bullough 1967; Lefton 1968; Himes 1968; Goodale 1973). The strengthening of these positive attitudes toward the work ethic seems to be a result of positive experience at work.

Schwartz and Henderson (1964) concluded that many disadvantaged end up devaluing work and finding other ways of making money because they are not convinced that pursuit of the work ethic is worthwhile given the realities of their menial jobs, low pay, turnover, and chronic unemployment. This disenchantment with the work ethic apparently comes as a result of working. Goodale (1973) speculated that the work values of the disadvantaged seem to differ markedly from those of all other workers in similar jobs. He suggested that to determine whether these differences are real, measures of these value differences must be made and their relationship to work behavior established.

Organizations can also vary in terms of whether they socialize new workers as individuals or groups. Collective socialization has the benefit of solidifying proper attitudes and behaviors through the support and control that results from a group perspective (Evan 1963; Becker 1964). It could also permit new recruits to deviate some from the standards of the work organizations in which they are employed. Co-workers can also help youth determine "what constitutes making a mistake." They can also create, if they see fit, an atmosphere to learn from one's mistakes, to take chances, and to experiment. The decisions on how to respond to and treat youth will depend to a large extent on the group's perceptions and experiences. These may not always be wholesome and positive. Consequently, the price that newcomers pay for acceptance by co-workers may be submission to group attitudes and beliefs. The extent to which these attitudes and beliefs become lasting attributes of youth is uncertain. Dubin (1956) suggests that individuals may display appropriate social behaviors simply because they are mandatory rather than because they are important. In fact, there is much evidence to suggest that important reference groups for most workers lie outside their immediate work environment. Consequently, we can expect that the socialization process for youth may be influencing only surface dimensions of attitudes and behaviors.

Supervisory behavior and standards. Several studies underscore the importance of supervisors in the job success of their subordinates (Goodman 1969; Hodgson and Brenner 1968; Rosen and Turner 1971; Beatty 1974). This observation is not surprising, since supervisors are gatekeepers of employment--especially for youth. But these and other researchers have demonstrated that a variety of factors impinge upon the outcomes of supervisory behavior and that probably no one factor could account for all the variance.

Beatty's (1974) study investigated the hypothesis that how "hard-core" unemployed individuals perceive the attitudes and behavior of supervisors may have far greater influence on their job success than do supervisors' self-perceptions. He found several significant relationships. Job performance of subordinates tended to be more successful when subordinates perceived their supervisors to be considerate and supportive rather than definitive and structuring in regard to work standards. This seems to be especially important during the first six months of employment. Beatty noted that other sources of positive reinforcement may explain job success of the "hard core" after the initial six months. However, he found that even after two years, supervisory structure tended to be negatively related to job success, suggesting that the "hard core" may still not respond favorably to imposed structure on their work behavior.

Taggart (1980, 1981) stressed that individuals are judged by the average performance of their group membership. Consequently, job competencies and favorable work attitudes, while necessary for successful employment, are not sufficient. Individuals must experience success in the labor market, and this has a great deal to do with their actual job-related behaviors and how they are evaluated.

Many supervisors may be predisposed to expect less or even the worst from the disadvantaged and act accordingly. Sometimes this means adopting a resocialization mode (Wheeler 1966) and imposing more structure and tighter discipline (Beatty 1974; Goodale 1973; Rosen and Turner 1971; Wanous 1976 and 1977). This concern for control over new entrants, especially disadvantaged individuals, and the negative consequences that can occur has been documented (although variously interpreted) by others (Triandis et al. 1972; Goodale 1973; Morgan, Blonsky, and Rosen 1970; Rosen and Turner 1971; Fleishman and Harris 1962).

These unfavorable supervisory predispositions are not limited to minorities. Women were seen as more likely than men to be absent and tardy and to be less skilled (Britton and Thomas 1973). Women were seen as incapable of meeting demanding work standards (Benet 1982). These attitudes toward competence in women can manifest themselves in negative evaluations of work performance (O'Leary 1972 and 1974). Youth, regardless of their sex, are often judged to be inadequate. Eighteen-year-olds in one study were seen as being the most likely to have job-related accidents and to be frequently absent and the least likely to have skills the employer wanted (Britton and Thomas 1973). Such supervisory perceptions when applied to new entrants can result in a vicious cycle of self-fulfilling prophecy.

Hoiberg and Berry (1978) point to the importance of the relationship of preemployment expectations and on-the-job perceptions in predicting job performance outcomes. They observed that when the experiences of Naval recruits disconfirmed their expectations, they were more likely to be dissatisfied--a consequence that could have resulted in inappropriate behavior. An important conceptual distinction is made by these researchers. They stress that, while expectations can be based on impressions and information in the absence of experience, perceptions concern the actual experience and are shaped by both the expectations and evaluations of those experiences. Similarly, if new job entrants have unrealistic job-related perceptions and expectations and supervisors hold unrealistic expectations for those new entrants, both are likely to perceive the job experiences and behaviors in different ways, ultimately detrimental to the new entrants. This phenomenon is well documented in the findings regarding the misperceptions of behaviors that occur when individuals from different cultural groups come together (Shlensky 1972; Triandis et al. 1974, 1975; Salipante and Goodman 1976; Goodman, Paransky, and Salipante 1973).

Although employer ratings appear to be the final word in determining whether or not job applicants or incumbents are satisfactory, it is important to note the basis of such subjective validity. For example, Dunnette and Borman (1979) have found that workers whose attitudes are more similar to those of the interviewer are more likely to get and keep jobs than applicants with less similar attitudes. The term they attach to this phenomenon is "attitude similarity effect." They further suggest that a better understanding of performance ratings can be achieved by studying the "person perception process."

Perceptions in this regard can be affected by many factors. In addition to attitude similarity effect, Dunnette and Borman found low agreement among the ratings of supervisors at different levels in the organization, suggesting that raters from different organizational perspectives may arrive at different although valid ratings. Fein (1976) cautions, however, that managers "may not be practicing what they are preaching." He notes that although managers may advocate, for example, worker participation efforts, managers as a group hold low opinions of workers' capabilities in that regard. As Fein put it, "managers said what they thought was expected of them, but managed realistically." This observation suggests that one should be fairly cautious in interpreting information provided by employers about desirable attitudes and competencies of workers.

Desmond and Weiss (1973) found that differences in job characteristics may account for differences in the consistency of supervisors' ratings. Of particular interest is their finding that service-oriented and person-oriented jobs and jobs with tasks that are not readily definable tended to be less consistently rated. Because these jobs often are held predominantly by youth and women, we would expect to find inconsistency in youth's supervisors' perceptions.

Keeping jobs. Most youth manage to get leverage out of early labor market experiences. This is especially true for white males who dominate primary labor market jobs. However, it is unclear exactly how this leverage is achieved. What is known is that this group enters the labor market with an edge over other groups in terms of preparation (Dayton 1981) and that they have the advantage of getting jobs that are dominated by other white males. White males receive sufficient support in the environment to attain optimal development of desired attributes.

Atkinson (1973) found that, in addition to acquiring skills required of experienced workers in a job, new entrants must have learning skills to help them reach those standards. Fleishman (1972) asserts that individuals who have a great many highly developed basic abilities can become proficient at a greater variety of tasks. However, research has shown that ability requirements change over the training period. General abilities are more important in early stages, whereas performance in later stages is a function of habits and skills required on the job (Fleishman 1967). The lack of these general abilities at entry and the ability to develop habits and skills on the job, then, appear to be seriously detrimental to employability.

Salipante and Goodman (1976) studied the role that job skills and attitudes played in job progression for the "hard-core" unemployed who appear to have the most trouble in improving their employment prospects. They found that job skill training was significantly related to job retention. However, they also found that attitudinal-type training was not related or was negatively related to retention. They concluded that, because job skill training provides cues that jobs are available after training, training is likely to strengthen trainees' belief that they can perform the required jobs. On the other hand, role-playing was seen as possibly personally confrontal and potentially negative. Attitude training, which was less confrontal, nevertheless was unrelated to job retention.

Taggart (1981) cautions that work, alone, may not increase employabilty or employment chances. Other researchers have found that the development of employability attributes is possible through work experience, but work experience might not be as optimally beneficial for youth as some claim it is. For example, working does seem to be related to increased personal responsibility. Workers do become more punctual, dependable, and self-reliant on the job. However, social responsibility, or responsibility to others, does not seem to be fostered by working. This may be because of the low levels of social cooperation and interaction common to workplaces where youth are employed (Steinberg, Greenberger, Vaux, and Ruggerio 1981).

Greenberger, Steinberg, and Ruggiero (1982) also stress that early work experience, given its menial nature and minimal potential for development, may foster cynical attitudes about working and the belief that work ought to be dispensed with as quickly as possible. This study does not set up a polemic, leading us to conclude that work can teach bad attitudes. Instead, we can infer that one needs to attend to the quality of the work experience if one wants it to improve employability. This is an important caveat, considering how little is known concerning the link between attitude change and behavioral change (Campbell 1971).

Prospects for Changing Worker Attributes

An implicit, if not explicit, assumption of employability development programs for youth is that these programs can bring about favorable changes in attitudes and other desired worker attributes. Friedlander and Greenberg (1971) concluded that neither the orientation/training program nor the job experience fostered in the "hard-core" unemployed a more adaptive attitude toward work. In fact, they found the program they studied had no effect on these attitudes. However, one must consider the time frame of these studies. Goodale (1973) reasoned that "it is unlikely that eight weeks of training could have changed work values that have been formed by many years of experience," concluding that longitudinal research is needed. Similar conclusions were reached by Taggart (1981) and by Brauchle and Petty (1981).

If we are to understand the development of perceptions and attitudes and how they can be altered, we must interpret the existing descriptive data with their time limitations cautiously. The evidence that exists suggests that the perceptions and attitudes of individuals become more durable with increasing age. Consequently, remediation or any short-term interventions to redirect perceptions and attitudes to produce desired job-getting and job-keeping behaviors are not likely to work in the long run. The very nature of the durability of attitudes would suggest that they will revert to former states even though during training individuals might verbalize opinions and display behaviors that suggest they have changed. Triandis et al. (1975), in stating that massive disconfirmation and self-insight are needed to overcome ecosystem distrust, support the notion that redirection of perceptions and accommodation to desired job behaviors will take time. Others (Kahn et al. 1964; Schein 1968; Becker et al. 1961) suggest that the extent to which the interventions are stressful may influence whether perceptions and attitudes are significantly affected.

One area in which employability programs have met with success is in improving job search skills. Barbee and Keil (1973) observed positive change in job interview skills of trainees in an experimental setting; as a result they became "employable." However, without sufficient attention to job performance attitudes and skills, these individuals may experience increased on-the-job problems because of raised expectations on the part of employers.

The success noted by many in the job search area is doubtless the result of the job seekers' understanding what employers are looking for and presenting themselves in ways that lead employers to think they have the requisite worker attributes. However, such compatibility is considerably more difficult to achieve on the job, where evaluative standards will be applied directly to job performance.

Perceptions of the relationship between antecedents and consequences seem to be a necessary condition for socialization to be enabling. The findings of Triandis et al. graphically illustrate this point: "Not only did these blacks see no clear connections, but the connections they did see appeared to reflect less realistic information on how to get from one state to another." While disadvantaged individuals may fail to see these connections, this may, in fact, reflect reality (Triandis et al. 1975). From the blacks' perspective, "obeying the boss" did not prevent them from being fired, and when others disobeyed the boss, they "got away" with it. Clearly, the relationship between the ways in which one perceives the interactions between supervisors and subordinates and the number of "chips one has to lose" may be operating here. Therefore, while exposure, contact, and experience are important to attitudinal change, they do not ensure a positive development direction. In some cases it appears that no exposure may be preferable to negative exposure, which may result in distortion of perceptions or entrenchment of negative attitudes.

In considering what makes youth employable, many in the employability development field have used the terms skills and competencies to include a wide range of human attributes. While this practice may have the value of including important factors required to enhance youth's employability, it has also resulted in some confusion regarding the nature and the content of employability and how best to go about developing it. To wit: referring to attitudes and habits as skills and competencies suggests that the former can be developed in the same manner as the latter. Disadvantaged youth, for example, who acquire the necessary job skills through training may still be deemed unemployable at a later time. They cannot assume that desired changes in perceptions, attitudes, and work habits will automatically result from the skill training itself. Greenberger, Steinberg, and Ruggiero (1982) have documented that work experience alone will not produce the desired affective outcomes. In fact, negative attitudes and habits can be exacerbated by labor market experiences. Because attitudes and habits imply directionality, individuals who do not possess "desirable, positive" attitudes and work habits may not be lacking them but instead may possess negative attitudes and poor work habits. If the latter is the case, development of the desirable attitudes and habits will require intervention and change strategies, related to reversing their perceptions and modifying their behaviors. This is conceptually quite different from the case of skills that, if lacking, can be remedied by training interventions.

Finally, Super and Hall (1978) remind us of the exploratory nature of early work experiences, suggesting that job mobility and turnover are to be expected and even desirable for many individuals. They stress the need for schools to provide reflective, interpretive learning experiences so that exploration does not become random, unrecognized, and fruitless. However, few schools do this and, in the minds of Super and Hall, this is a discouraging picture of our educational system.

CHAPTER III

METHODOLOGY

The design of the study concerns pre/postemployability development program participation measures of youth's perceptions of employer hiring and disciplinary standards (i.e., perceptions of the importance of selected worker attributes in getting and keeping jobs). The design permits comparisons among hiring and disciplinary standards reported by supervisors of youth in the sample, youth's perceptions of those standards, and employability development program staff's and academic teachers' perceptions of those standards. Figure 2 illustrates the design of the study. The design suggests a number of comparative analyses between the youth and others. Referring to the letters in the figure, relationships can be examined between (a) youth's perceptions and their supervisors' reports of the standards, (b) youth's perceptions and program staff's perceptions of the standards, (c) youth's perceptions and academic teachers' perceptions of the standards, (d) program staff's perceptions and supervisors' reports of the standards, (e) academic teachers' perceptions and supervisors' reports of the standards, and (f) program staff's perceptions and academic teachers' perceptions of the standards. The analysis reported herein concerns only the relationships between youth's perceptions and supervisors' reports of employer standards (point A in figure 2). Further analyses will be conducted in fiscal year 1983.

A survey method was used to obtain data on (1) supervisors' reports of employer hiring and disciplinary standards, (2) youth's perceptions of worker attributes required to meet those standards, and (3) characteristics of the firms employing the youth, the jobs in which the youth were employed, the employability development programs in which youth were enrolled, and the youth themselves. The youth selected for the study were participants of employability development programs (viz., apprenticeship, cooperative vocational education, experience-based career education (EBCE), and a Comprehensive Employment and Training Act program (CETA)). Data were collected from youth at the beginning and end of the 1981-82 school year as a means of observing pre/post program changes in perceptions (these data collection points will be referred to as "time 1" and "time 2"). Employed and nonemployed youth not enrolled in employability development programs were also included for comparison purposes. Data on employer hiring and disciplinary standards were collected from the immediate supervisors of working youth in the programs and in the comparison groups toward the end of the school year or approximately at the eighth month of the youth's employment period between pre/posttesting. Data were also collected from employability development staff and academic teachers of the youth at the time of pretesting of the youth.

Sample

A principal reason for selecting this purposive sample was to provide a range of employability programs in order to be able to examine the differential effects of these programs on youth's perceptions of the employer

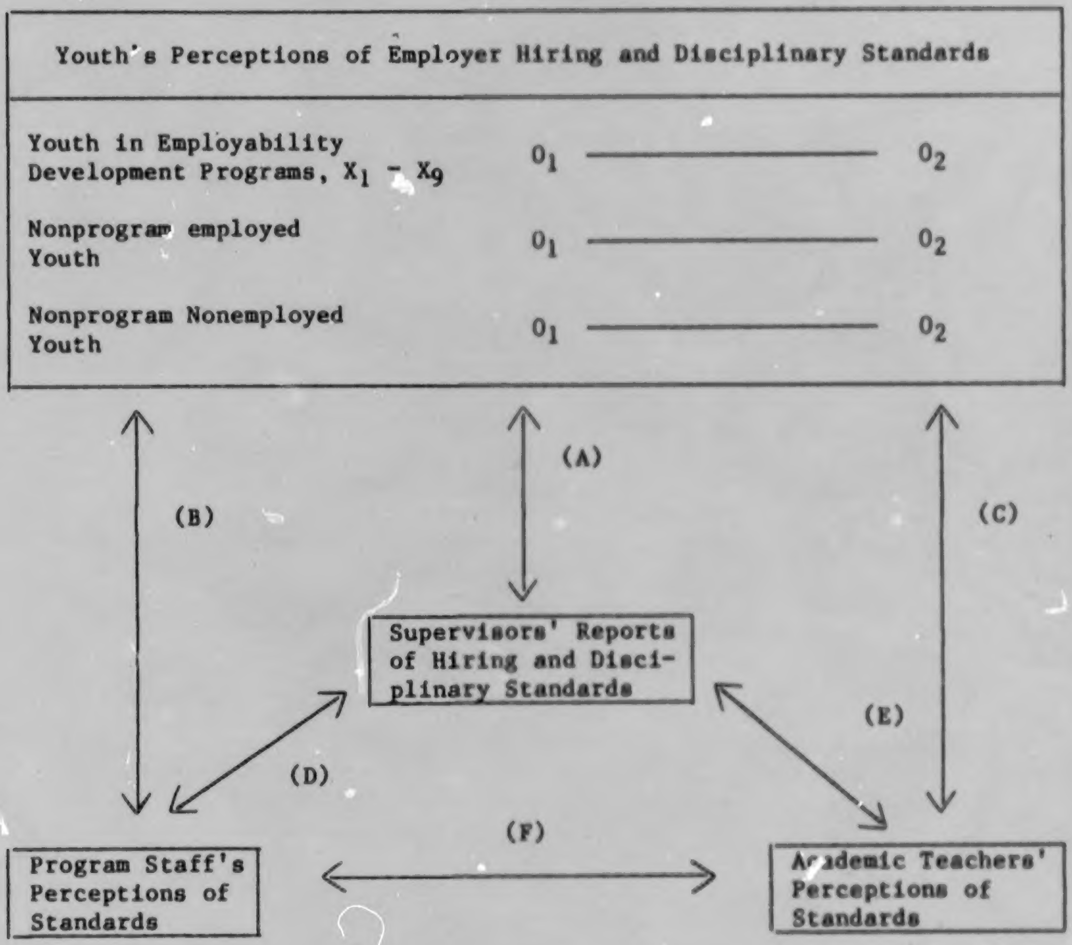
Youth's Perceptions of Employer Hiring and Disciplinary Standards
Youth in Employability Development Programs, $X_1 - X_9$
O_1
O_2
Nonprogram employed Youth
O_1
O_2
Nonprogram Nonemployed Youth
O_1
O_2
(A)
(B)
(C)
Supervisors' Reports of Hiring and Disciplinary Standards
(E)
(D)
(F)
Program Staff's Perceptions of Standards
Academic Teachers' Perceptions of Standards

Figure 2. Design of the study

standards. The sample consists of 1,135 youth from metropolitan areas in states located in the middle Atlantic, northeast, southeast, south, eastern central, and middle west regions. The programs originally included are an apprenticeship program, a CETA Youth Employment and Training Program, a cooperative distributive education program, and three models of EBCE. The apprenticeship program is part of a postsecondary school. All others are part of secondary school programs. A detailed description of these programs can be found in the Profile of Programs (see appendix A). The program participants included in the sample were all new entrants into the apprenticeship, CETA, distributive education, and EBCE programs. Program participants in three other programs (office education, work experience, and career skills centers) were added to the sample as a result of disaggregating other program students from the comparison groups.

Because the data were collected at two points in time (approximately eight months apart), there was both attrition and turnover in the original group of 1,524. In nonprogram comparison classes, about as many students were lost at time 1 as were added at time 2 because of school leaving, late entrance, and high absenteeism in the city schools (no makeups were permitted). In program classes, especially EBCE, many students did not elect to enroll in the program for the entire year. Overall, 389 subjects who completed the pretest did not complete the posttest. The major problem presented by this attrition is that data were collected from employers prior to the student posttest. Consequently, data from employers of those students, of the 389, who were employed were not usable in our current analysis.

The study called for data collection from program teachers and trainers, academic teachers, and employment supervisors of the youth. In our sample of 1,135 for whom we have time 1 and time 2 data, we have data from program staff of 737 of the youth, academic teachers of 397 of the youth, and supervisors of 414 of the youth.

Instrumentation

The instruments used for data collection were designed to measure perceptions of employer hiring and disciplinary standards and background variables of the youth, teachers/trainers, and employers. The instruments for youth were two self-administered questionnaires, given at the beginning and end of the 1981-82 school year, attempting to capture change on the dependent variable. The teacher/trainer instrument was a self-administered questionnaire given at time 1 for youth. The employment supervisor instrument was a two-part questionnaire administered just before time 2 data collection for youth. Part 1, which concerned the dependent measure, was self-administered. Part 2, which concerned the background variables, was administered by interviewers. Copies of the instruments can be found in appendix B.

Dependent Variables

The primary purpose of the study was to determine the accuracy of youth's perceptions of selected worker attributes as they relate to employer standards. (Again, we are using the term "worker attributes" rather than "competencies" because it is more inclusive of the items represented on our scales.) To that end we constructed scales to measure perceptions of (a) the importance of selected worker attributes in employer hiring standards and (b) the seriousness of selected on-the-job problem behaviors as they relate to employer disciplinary or firing standards.

In constructing the two scales for the dependent measures, we wanted to present a stimulus to which respondents could indicate relative importance of selected attributes on getting and keeping jobs. In this way the scales would provide us with data from which we could compare the variability in the value that youth, trainers, and supervisors attach to the standards.

Ultimately we are concerned with youth's attitudes toward the job-related behaviors, since they serve as predispositions to behave in ways that will be facilitative of job getting and retention. We believe that as youth mature, and particularly as they make their transitions into the workplace, they are forming opinions and beliefs based upon and reflecting evaluative concepts learned about employer standards. As youth perceive that certain attitudinal and behavioral attributes facilitate or impede employability, they will evaluate them positively or negatively (Shaw and Wright 1967).

In presenting the items for youth to evaluate, we cannot be certain that what we get will be a measure of attitude, since attitudes are relatively enduring, well-integrated predispositions. More accurately, what we can expect youth's responses to be are perceptions reflecting either beliefs or opinions regarding employer standards. A belief would be defined as the probability that specific relationships exist between perceptions of employer standards and job-seeking and job-keeping behaviors (Anderson and Fishbein 1965). An opinion, on the other hand, is a belief that a youth holds without commitment and that is open to reevaluation, since evidence is not available or convincing (English and English 1958).

Any responses we would get on our instruments could be measures of attitude, belief, or opinion. Given the above definitions, it is more likely that the responses will be opinions. Nevertheless, we assume that these opinions are a result of the work socialization process and, if they are known, will provide insight into the respondents' perceptions. Thus in conjunction with other personal, situational, and other dispositional variables, we can use the data on our dependent measures to gain a better understanding of the job-seeking and job retention behavior of youth. To the extent that we know what shapes and controls perceptual changes in this opinion-belief-attitude formation pattern, then we may be in a position to suggest education, training, and counseling interventions most likely to result in improved employment outcomes.

Attributes needed to get a job. The first dependent measure concerns employer standards associated with job-getting attributes. The concept of this measure is to present a set of behavioral referents about which respondents can express an evaluative opinion on the extent to which each item will influence an employer's hiring decision. A Likert-type scale was developed to permit respondents to express degrees of positive or negative influence that the behavioral referents will have on the hiring decision. The purpose of this scale is to place individuals or groups somewhere on a continuum regarding perceptions of the standard in question.

Approximately 150 items related to hiring standards were identified in the literature and through interviews with trainers and employers. Among these items were basic skills, work attitudes and habits, vocational skills, personal traits, social skills, and job-seeking skills. All items were subjected to panel review by employers and trainers and then were pilot tested in the Columbus, Ohio area. In the analysis of pretest data, we selected items that discriminated well, those that appeared not to be duplicative and overlapping, and those with high reliability and construct validity. The pilot test results indicated that for each of the dependent measures (and in consideration of the long list of covariate items) we would limit ourselves to approximately twenty-five items.

Exhibit 1 displays the part of the instrument used to collect data from youth on their opinions of the positive or negative influence of selected behaviors on employer hiring decisions. Exactly the same behavioral referents and rating scale were used on the trainers' and employment supervisors' instruments. However, the introductory stem was changed for those respondent groups. For supervisors the stem was, "As a supervisor, how would you be influenced to hire someone for this job who. . . ." For trainers the stem was, "In the labor market your program participants are likely to enter, how would employers be influenced to hire someone who. . . ." Directions were made specific to the respondent group. In all cases this part of the instrument was self-administered.

Attributes needed to keep a job. The second dependent measure concerns perceptions of on-the-job disciplinary standards. The concept of this measure, which is similar to the previous one, is to present a set of behavioral referents about which respondents can express an evaluative opinion on the extent to which each item represents a disciplinary problem that could cause employees to lose their jobs. A Likert-type scale was developed to permit respondents to express degrees of seriousness of the problem in terms of the effect it would have on a supervisor's disciplinary actions, ranging from ignoring the behavior to firing a job incumbent immediately. The purpose of this scale is to place individuals somewhere on a continuum regarding opinions on the standard in question.

Seventy-five items were generated initially through the same process as described previously to obtain a set of items that discriminated well, were nonduplicative, nonoverlapping, and high in reliability and construct validity. Exhibit 2 displays the part of the instrument used to collect data from youth on their opinions of the relative seriousness of the selected problem behaviors in regard to disciplinary standards of supervisors. Exactly the same behavioral referents and rating scales were used on the trainers' and supervisors' instruments. However, the introductory stem was changed for those respondent groups. For supervisors the stem was, "As a supervisor, what will you do the first time the employee. . . ." For trainers the stem was,

EXHIBIT 1

ATTRIBUTES NEEDED TO GET A JOB
(Youth)

BASED ON THE KINDS OF JOBS YOU MIGHT APPLY FOR, HOW WOULD EMPLOYERS BE INFLUENCED TO HIRE SOMEONE WHO. . .

		very positively	positively	somewhat positively	not at all	somewhat negatively	negatively	would not hire	
1.	Looked clean and neat at the interview?	+3	+2	+1	0	-1	-2	-3	NA
2.	Gave false information on job application?	+3	+2	+1	0	-1	-2	-3	NA
3.	Asked many questions about the job or the company during the interview?	+3	+2	+1	0	-1	-2	-3	NA
4.	Understood that a beginner sometimes does boring and low-level work tasks?	+3	+2	+1	0	-1	-2	-3	NA
5.	Couldn't read a newspaper?	+3	+2	+1	0	-1	-2	-3	NA
6.	Got confused when asked a simple question?	+3	+2	+1	0	-1	-2	-3	NA
7.	Used poor grammar when speaking?	+3	+2	+1	0	-1	-2	-3	NA
8.	Filled out a job application in a neat and correct manner?	+3	+2	+1	0	-1	-2	-3	NA
9.	Called employer after interview to show interest in getting the job?	+3	+2	+1	0	-1	-2	-3	NA
10.	Was late for interview appointment?	+3	+2	+1	0	-1	-2	-3	NA
11.	Attached a complete job resume to application?	+3	+2	+1	0	-1	-2	-3	NA
12.	Asked for 25 cents an hour more than the job normally pays?	+3	+2	+1	0	-1	-2	-3	NA
13.	Got A's and B's in all math courses?	+3	+2	+1	0	-1	-2	-3	NA
14.	Had not completed high school?	+3	+2	+1	0	-1	-2	-3	NA
15.	Had never worked before?	+3	+2	+1	0	-1	-2	-3	NA
16.	Had 3 jobs in last 6 months?	+3	+2	+1	0	-1	-2	-3	NA
17.	Had just completed a CETA job?	+3	+2	+1	0	-1	-2	-3	NA
18.	Had a previous employer who would rehire him or her?	+3	+2	+1	0	-1	-2	-3	NA
19.	Was convicted for possession of marijuana?	+3	+2	+1	0	-1	-2	-3	NA
20.	Had only done jobs like lawnmowing, babysitting, and delivering newspapers?	+3	+2	+1	0	-1	-2	-3	NA
21.	Was absent 12 different times in his/her last school year?	+3	+2	+1	0	-1	-2	-3	NA
22.	Had taken vocational education curriculum in high school?	+3	+2	+1	0	-1	-2	-3	NA
23.	Had training in the job skills needed for this job but no experience?	+3	+2	+1	0	-1	-2	-3	NA
24.	Was 15% less productive than other workers in his/her last job because he/she wasn't trying?	+3	+2	+1	0	-1	-2	-3	NA
25.	Was late for work 3 times last year?	+3	+2	+1	0	-1	-2	-3	NA
26.	Was absent from work 12 different times last year?	+3	+2	+1	0	-1	-2	-3	NA
27.	Was 15% less productive than other workers in last job even though he/she was trying?	+3	+2	+1	0	-1	-2	-3	NA

EXHIBIT 2

ATTRIBUTES NEEDED TO KEEP A JOB
(Youth)

BASED ON YOUR EXPERIENCES, WHAT WILL YOUR SUPERVISOR DO THE FIRST TIME AN EMPLOYEE. . .	ignore	discuss if persists	discuss immediately	warning	suspend	fire immediately	
1. Wears flashy or sexy clothes to work?	a	b	c	d	e	f	NA
2. Comes to work dirty and sloppy?	a	b	c	d	e	f	NA
3. Shows up for work drunk or stoned?	a	b	c	d	e	f	NA
4. Acts angry or sulks when criticized?	a	b	c	d	e	f	NA
5. Gripes about working conditions like short coffee breaks or working unpopular shifts?	a	b	c	d	e	f	NA
6. Gets into an argument with coworkers?	a	b	c	d	e	f	NA
7. Puts more hours on time sheet than actually worked?	a	b	c	d	e	f	NA
8. Refuses to do a job because it is undesirable or "beneath his/her dignity?"	a	b	c	d	e	f	NA
9. Can't read written directions to complete a job?	a	b	c	d	e	f	NA
10. Doesn't write telephone messages or memos that are easy to understand?	a	b	c	d	e	f	NA
11. Makes many mistakes in spelling, grammar, and punctuation?	a	b	c	d	e	f	NA
12. Speaks so poorly that coworkers can't understand what is being said?	a	b	c	d	e	f	NA
13. Makes many mistakes adding, subtracting, multiplying, or dividing numbers?	a	b	c	d	e	f	NA
14. Tries but takes twice as long as other workers to learn a new job?	a	b	c	d	e	f	NA
15. Tries but is 15% less productive than other workers with the same training?	a	b	c	d	e	f	NA
16. Doesn't try and is 15% less productive than other workers with the same training?	a	b	c	d	e	f	NA
17. Seems not to be trying but is no less productive than other workers?	a	b	c	d	e	f	NA
18. Takes an extra hour of break time but finishes assigned work anyway?	a	b	c	d	e	f	NA
19. Misses 2 different days of work the first month?	a	b	c	d	e	f	NA
20. Doesn't call in when sick?	a	b	c	d	e	f	NA
21. Is 20 minutes late to work and has no good excuse?	a	b	c	d	e	f	NA
22. Causes $100 of damage to a piece of equipment?	a	b	c	d	e	f	NA
23. Spends 15 minutes making personal telephone calls during one work day?	a	b	c	d	e	f	NA
24. Needs twice as much supervision as others?	a	b	c	d	e	f	NA
25. Finishes work assigned but does not report back to superior for more work?	a	b	c	d	e	[illegible]	[illegible]

"In labor markets similar to those your program participants are likely to enter, what would the supervisor do the first time an employee. . . ." Directions were made specific to the respondent groups. This part of the instrument was also self-administered.

Covariates

A number of exogenous control variables are included on the instruments administered to youth, supervisors, and trainers/educators. All items are referenced to the job held by the youth in our sample or to similar jobs. References are also made on the supervisor's survey instrument to "typical worker" in the same job or similar jobs. The specific variables can be found for each group of subjects in exhibits 3, 4, and 5.

Job-Seeking and Job-Getting Behaviors

In order to obtain some measure of what the subjects actually do when they apply for and are on the job, we selected several items from our dependent measures and created two parallel measures of self-reported job-related behavior. Exhibits 6 and 7 display the sections of the instrument for youth's reports of their job-seeking and on-the-job behaviors.

Attitudes toward Self and Work

Fourteen items concerning attitudes toward self were included in both time 1 and time 2 questionnaires. They were originally used in the High School and Beyond questionnaires (National Opinion Research Corporation 1980). They were included in our instruments to examine relationships between (1) the respondents' opinions about employer standards and their attitudes toward self and (2) changes in both measures over the testing period.

Four items relating to attitude toward work were included in the time 2 questionnaire. We included these items to examine the relationships among them, the dependent measures, and employment outcomes.

Properties of the Instruments

During the initial stages of development, steps were taken to ensure that we had a reasonably reliable and valid instrument. Because of the contraints of costs and other limitations associated with our pilot testing, in-depth reliability and validity checks were planned after all data from our large-scale data collection from time 1 and time 2 were in and prior to analysis.

The instruments were originally assembled using item discriminatory ability as the criterion for reliability. Validity was addressed to the extent that the items included in the scales appeared to represent a sampling from the domain of items linked to the two constructs on employer hiring and

EXHIBIT 3

COVARIATES ON YOUTH SURVEY

Educational History

- High school enrollment status
- Grade level
- Type of high school curriculum
- Grade point average
- Courses taken
- Job preparation training completed
- Community-based programs completed
- Educational aspirations

Work History (current, summer 1981, 1980-81 school year)

- Employment status
- Length of employment
- Hours worked per week
- Hourly earnings
- Job classification of work
- Type of employer
- Wage subsidy status
- Amount of training
- # of days absent from work
- # of days late for work
- Reservation wage
- Occupational plans

Family Background

- Family structure
  - Head of household
  - # in household
  - # age 16 or older
  - # employed
  - # unemployed
- Mother's educational level
- Mother's occupation
- Father's educational level
- Father's occupation
- Family income

Personal Characteristics

- Race
- Sex
- Age
- Marital status
- # of children (dependents)

Training (during treatment)

- Hours of formal training
- Hours of informal training
- # of co-workers providing training
- Hours spent on company rules, practices, etc.
- Transferability of skills
- Attitudes and skills
  - % learned before job
  - % learned on job
  - % yet to be learned

Productivity (during treatment)

- After two weeks
- Most recent week
- Typical worker's average

EXHIBIT 4

COVARIATES ON WORKSITE SUPERVISOR SURVEY

Firm Characteristics

- Location of firm
- Type of business
- # of full-time employees
- # of part-time employees
- # of employees age 16-24
- # of employees in school
- Availability of unskilled workers
- Wage rates
- Unionization

Supervisor's Characteristics

- Sex
- Race/ethnicity
- Age
- Education
- Type of educational background
- # years in current position
- # years in any business
- Occupations held
- # years in supervisory jobs
- # persons now supervising
- Supervisory level
- Job tasks
- Hiring/firing authority

Subordinates' Job Duties

- Job classification
- Main duties
- Cost of equipment/machinery
- Trainee and typical worker productivity in job
  - After 2 weeks
  - After 12 weeks
  - Most recent week
  - Reasons for differences

Hiring Cirteria

- Recruitment methods
- Personnel office
- # applying for job
- Use of job applications
- Use of interviews
- # interviewed for job
- Selection process
- Selection criteria

Retention and Promotion Criteria

- Use of probationary period
  - Length of problem period
  - Amount of paper work
- Promotion option for trainee
- Promotion criteria

Training (by youth in study and typical worker)

- # hours formal training
- # hours informal training
- # supervisory-level trainers
  - # hours of training
- # co-worker trainers
  - # hours of training

Content of Training

- # hours on company rules, etc.
- # hours observing workers
- Transferability of skills
- Attitudes and skills
  - Learned before job
  - Learned on job
  - Yet to be mastered

Tax Credit

- Awareness of availability
- Eligibility of trainee
- Use of tax credit
- Source of tax credit

EXHIBIT 5

COVARIATES ON TRAINER/EDUCATOR SURVEY

Demographic
- Sex
- Race/ethnicity
- Age

Education
- Highest degree
- Areas of training and preparation
- Certification

Work History
- # years in present position
- # years in employment and training field
- # years in business/industry
- Occupations held
- Supervisory experience
- # years as supervisor

Job Roles and Functions
- % of time in:
  - Basic skills instruction
  - Job skill training
  - Work orientation
  - Job search training
  - Counseling/advising
  - Job placement
  - Intake/assessment
  - Conferring with employers
  - Observation at workplace
  - Planning/organizing
  - Other
- Location of duties by % of time:
  - Classroom
  - Shop/laboratory
  - Office/teachers' room
  - Workplace
  - Other

EXHIBIT 6

JOB-SEEKING BEHAVIORS

THE LAST TIME I APPLIED FOR A JOB, I . . .	did not do it	some effort	regular effort	special effort	extra special effort	
1. Took time to look especially clean and neat.	1	2	3	4	5	NA
2. Was careful to speak correctly.	1	2	3	4	4	NA
3. Filled out a job application in a neat and correct manner.	1	2	3	4	5	NA
4. Called employer after interview to show interest in getting the job.	1	2	3	4	5	NA
5. Was on time for interview appointment.	1	2	3	4	5	NA
6. Asked questions about the job and company during the interivew.	1	2	3	4	5	NA
7. Related skills and knowledge from past jobs to the job I applied for.	1	2	3	4	5	NA

EXHIBIT 7

ON-THE-JOB BEHAVIORS

ON MY MOST RECENT JOB, I . . .		Always	Almost always	Sometimes	Almost never	Never	
1.	Wore flashy or sexy clothes to work.	a	b	c	d	e	NA
2.	Came to work dirty and sloppy.	a	b	c	d	e	NA
3.	Showed up for work drunk or stoned.	a	b	c	d	e	NA
4.	Acted angry or sulked when criticized.	a	b	c	d	e	NA
5.	Griped about working conditions like short coffee breaks or late hours.	a	b	c	d	e	NA
6.	Got into arguments with co-workers.	a	b	c	d	e	NA
7.	Exaggerated the number of hours worked.	a	b	c	d	e	NA
8.	Refused to do a job because it was undesirable or lowly.	a	b	c	d	e	NA
9.	Forgot important instructions so time and work were wasted.	a	b	c	d	e	NA
10.	Didn't call in when sick.	a	b	c	d	e	NA
11.	Lost or ruined a tool or piece of equipment.	a	b	c	d	e	NA
12.	Made pesonal telephone calls during the work day.	a	b	c	d	e	NA
13.	Finished work assigned but did not come back for more work.	a	b	c	d	e	NA

disciplinary standards as defined. Assessment of this linkage was determined by the literature review and the pilot testing procedures (explained later in greater detail).

Reliability

In general practice, any time a new measure is developed, it must undergo systematic investigation to determine whether assumptions concerning a set of items' ability to measure a defined construct (reliability) are justified. The concept underlying the construction of the study's scale measures was the domain-sampling model (Nunnally 1978). This model was preferred in that it avoids the generally untenable assumptions required of its special case, the model of parallel tests.

The measure of internal consistency chosen to estimate scale reliability was Cronbach's alpha. Nunnally (1978) notes that for measures constructed in terms of the domain-sampling model, alpha sets the upper limit of reliability. He further indicates that alpha generally provides a good estimate of reliability in that the major source of measurement error derives from the sampling of item content. Coefficient alpha can be thought of as an indication of the correlation between constructed measure and a hypothetical alternative form of the measure of the same length (Carmines and Zeller 1979).

The alphas for the hiring standards and on-the-job disciplinary standards scales are 0.778 and 0.876 respectively. If the four items in the hiring standards scale that have extremely low item-total correlations (less than 0.1) are consequently dropped from the scale, the alpha for the revised hiring standards scale is 0.806.

For the scales of self-reported job-seeking and on-the-job behaviors, the alphas are 0.729 and 0.731. The lower alphas for these two scales are a function of the reduced number of items contained in them and the moderate average item-total correlations. Nevertheless, all four scales demonstrate an acceptable level of internal consistency, supporting this study's contention that they represent reliable measures of the study's criterion variables.

Validity

Because this study is an investigation of our theoretical conception of work socialization as it concerns youth's perceptions of employer standards, we will attempt to demonstrate that relationships do exist between situational variables (e.g., training and work experience) and the dependent measures, and between those measures and future employment outcomes. The analysis reported herein is preliminary, continuing into fiscal year 1983 when post-high school data will be collected.

Prerequisite to the examination of relationships between the criterion variables and other study variables is an address of scale validity. While there exists no way to "prove" validity, estimations of validity can be obtained as a matter of degree rather than certainty by accumulating certain types of evidence (Nunnally 1978). Although the labels or categories of validating evidence vary across authors, issues to be addressed are somewhat more constant. Nunnally discusses validity under three different categories: content, predictive, and construct. Each of these will be discussed in turn.

Content validity. This refers to the extent to which items contained in a scale seem to sample the domain of possible items for a given concept. As discussed previously in relation to scale reliability, activities that preceded the finalization of the study scales were such that they lend high confidence to the adequacy and representativeness of items included in the final scales. Nunnally notes that a high degree of content validity is ensured by planning for operations and procedures that determine item content before construction: a task well addressed in the planning of this study.

In order to ensure that the items on the dependent measures sampled worker attributes associated with employer standards, we engaged in three activities. First, we examined the relevant employability literature, questionnaires from related studies, and "competency" lists used by trainers. After a process of sorting through potential items and categorizing them, we discarded those that were duplicative, overlapping, idiographic, and specific to occupations and industries. This process gave us 150 competencies associated with job getting and 75 associated with job keeping (see appendix C for examples). It is interesting to note that a wider range of content and related worker attributes seem to be associated with job getting--especially as it concerns youth. We speculate that this is due to a larger number of proxies for worker attributes (e.g., credentials and work experience records) being used in hiring decisions.

Once our lists were generated, we asked trainers and employers associated with youth jobs to review them. We also developed a questionnaire using all the items and asked youth in the Columbus area to complete it. These two strategies were employed over a four-month period. After four major iterations of the instrument, we identified the behavioral referents that seemed to discriminate well and gave us consistent results. We also determined the best way to present the stimulus (i.e., moving from the attributes to behavioral referents within job-seeking and job-keeping contexts from which the attributes could be inferred). Further, we were able to gauge a suitable length for the instrument allowing for a maximal inclusion of exogenous control variables without undue respondent burden and to identify a format that minimized response-set bias.

As a final check for content validity, we asked trainers and employers not involved in our pilot tests to judge our two scales with regard to the degree that the content of each item was pertinent to youth's getting or keeping jobs, depending on the scale. Secondly, we asked them to judge whether each set of items sufficiently represented salient aspects of getting and keeping youth jobs. The two sets of items met the first test well, but, as was expected, the reviewers indicated that other aspects could have been included. These aspects, however, were ones that we had already excluded for the reasons mentioned earlier. (Neither could we reach consensus on substituting "omitted" items for items on the instrument, although we did alter some items to accommodate suggestions of the reviewers.)

Predictive validity. Predictive or, perhaps more aptly, criterion-related validity concerns how well a measure covaries with another variable with which it is theoretically supposed to covary. Whether the "other" variable is retrospective, concurrent, or yet to be measured, the process is the same. A predictor measure is related to another measure as data are available, and predictive validity is determined only by the degree of correlation between the two measures involved. Although this type of validity has intuitive appeal, its worthiness should not be overemphasized. Generally, as with the scale being constructed, there will be a certain degree of unreliability inherent in the measurement of any variable used in such a validating process. The effect of unreliability in both variables is to suppress the value of their correlation coefficient, which is used as the measure of validity. As a result, the value of a so-called validity coefficient should be balanced in relation to the other ways of pursuing validity evidence.

Much of the work in examination of this type of validity will take place after the third-year data have been collected. However, some limited evidence can be gleaned from the existing data. In theory, one would expect different program groups to display differential stability on the scales between the two data collection points. It can be argued that the individuals who are accepted into the apprenticeship training are in part selected because they already understand and can display appropriate behaviors relevant to employer standards. This being so, little change would be expected in the expressed perceptions between time 1 and time 2 data collection. Such expectations would not be used necessarily as criteria for acceptance into the other training programs. Hence, one might expect considerable change from preprogram assessments to those obtained one year into a program oriented in part to synchronizing expressed individual perceptions with employer standards.

Differences between the items as measured at time 1 and time 2 were computed for individuals and compared across programs. Observed differences were consistent with expectations. The apprentices have a median difference across all items in the two main scales of 18.7 and 19.6, while the other program and nonprogram individuals had median differences of between 25.8 and 31.5, and 22.8 and 28.1, respectively. Pending the availability of a more extensive analysis in the upcoming year, we accept these theoretically consistent findings as evidence of predictive validity.

Construct validity. This is the general case of which content and predictive validity are special cases, at least with respect to multi-item scales. Nunnally (1978), while acknowledging that there is no universal process for determining construct validity, states that there are three general steps, which tend to complement each other.

1. Specification of the domain of observables related to construct

2. Determination of the extent to which observables tend to measure the same thing

3. Determination of the extent to which scale scores correlate with other measures of the same construct and/or other variables in the theoretical model under study

The demonstrated internal consistency is central to our confidence in the construct validity of the scales. The internal consistency of the scales as discussed earlier under reliability should, therefore, satisfy the conditions of step 2. However, we are aware that internal consistency, although a necessary condition of construct validity, is by no means sufficient. Early phases of instrument development as previously discussed under content validity satisfy the conditions of step 1. Further, the discussion under predictive validity constitutes an initial exploration for meeting the conditions of step 3. Therefore, because the measures are internally consistent and do, in fact, behave as hypothesized, we are confident that construct validity has been sufficiently demonstrated, justifying the use of the scales in our analysis.

Data Collection

While the instruments were in final stages of development, arrangements were made to collect data at six metropolitan sites east of the Mississippi. Because of our guarantees of total anonymity, we are unable to disclose the identity of those sites. Table 1 indicates our designation of the sites, including regional location and approximate population.

TABLE 1

LOCATION AND POPULATION OF DATA COLLECTION SITES

Site Number	Location	Population (approximate)
1	Middle West	600,000
2	South	600,000
3	Eastern Central	225,000
4	Northeast	2,000,000
5	Southeast	125,000
6	Middle Atlantic	500,000

All youth questionnaires were coded to ensure accuracy of matching time 1 and time 2 data and matching youth to their respective supervisors (see appendix E). Supervisors' questionnaires were coded to their respective students' identification numbers after the students provided us with the names of their employers.

Time 1 and Time 2 Student Data

The questionnaires were designed to be self-administered and were given to students in their classrooms. Either project staff or teachers explained the purpose of the study, had students complete consent forms and identification information sheets, and reviewed the directions for each section of the questionnaire. In those sites where teachers were responsible for data collection, project staff provided a three-hour orientation for the teachers.

The administration of the questionnaire was conducted during a class period of approximately fifty minutes. Class sizes ranged from twelve to eighty-eight, but the large majority were approximately twenty-five. After students completed their questionnaires, they placed them in large manilla envelopes, which were then sealed. The latter was done to assure students that only the researchers would see their responses. Some school districts thought that the nature of certain items could put students at risk if their teachers saw the responses. In those cases, project staff administered the questionnaires. In any event, we felt that the sealed-envelope method would improve the quality of the respondents' answers.

Teacher/Trainer Data

All staff of the targeted vocational programs and teachers of the comparison group classes (i.e., social science and English teachers) completed their self-administered questionnaires either during the orientation sessions or during the same class period when project staff were responsible for the administration. This coincided with the students' time 1 data collection period.

Employment Supervisor Data

Data from supervisors were collected in the spring of 1982 coinciding roughly with the students' time 2 data collection period. Interviewers were hired in the various sites to collect these data. Project staff provided training for those interviewers.

In early piloting of the supervisor's instrument we learned that a fairly high percentage of supervisors had little tolerance for a long questionnaire. For this reason we gave the interviewers a long form and a short form. The latter contained the dependent measures but only items related to firm and personal characteristics of the supervisor. The former, in addition, contained other variables of interest to this study.

While we aimed at obtaining supervisor data on 500 of the students, we actually got supervisor data on 414 students. The data collection, itself, was in two phases. In phase one, interviewers presented the supervisors with each dependent measure--one at a time--and reviewed its purpose and directions. Depending upon the subject's willingness to complete the long or short form, the interviewers then proceeded to ask the question on Part 2.

The interview took place at the supervisor's place of employment and was conducted on a one-to-one basis. The short form took approximately twenty minutes and the long form took approximately forty-five minutes. It should be pointed out here that some respondents taking the long form expressed irritability over the length of the questionnaire--not during the administration of Part 1 (dependent measures) but when Part 2 began to exceed thirty minutes. For that reason we instructed interviewers to complete all items in Part 2 that were parallel to the short form first, proceeding with other sections in declining importance to the study. This was done to permit the interviewer to terminate the interview gracefully if the respondent indicated impatience or discomfort when pressed to complete the interview. This situation did not arise often, since it was usually precluded when interviewers made their appointments (i.e., supervisors unwilling to give us forty-five minutes were asked to take a short form).

CHAPTER IV

RESULTS OF PRELIMINARY DATA ANALYSES

Overview

Although the data sets permit a multitude of analyses, these preliminary analyses address only the research questions stated in chapter 1. Other analyses will be reported in the fiscal year 1983 reports. The research questions addressed here are the following:

1. How do employer hiring and disciplinary standards and youth's perceptions of those standards relate to characteristics of employment firms, youth jobs, employability development programs, and the personal characteristics of youth?
2. How do the differences between employer standards and youth's perceptions relate to these characteristics?
3. How does the magnitude of the differences between employer standards and youth's perceptions relate to these characteristics and to youth's preprogram perceptions?
4. How do the changes in youth's perceptions relate to these characteristics and to youth's preprogram perceptions?

As indicated in the previous chapter, the survey-related questionnaires were administered to students, teachers, and immediate supervisors in each of the six cooperating sites. For the purposes of the project's data analysis, the following subsets of variables/scales were identified from among the total numbers of items on those various instruments:

1. Criterion Scales--These are the four principal scales developed:
    - Students' perceptions of hiring standards (twenty-seven items)*
    - Students' perceptions of disciplinary standards (twenty-five items)**
    - Supervisors' reports of hiring standards (twenty-seven items)*
    - Supervisors' reports of disciplinary standards (twenty-five items)**
2. Firm Characteristics--A total of twenty-four variables was initially identified in this subset, including those dealing with government vs. nongovernment status, hiring procedures, type of business, and number of employees.

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* and ** The items in the respective subsets were the same.

3. Job Characteristics--Initially this category included a total of forty-two variables, such as the nature of the job preparation/training received, training acquired on the job, and the type of work experience involved in the job.

4. Personal Characteristics--These sixty-seven variables dealt with different characteristics of the students, including selected demographic factors, their previous work experience, selected schooling characteristics, and some information regarding their future plans.

5. Program Variables--These were "dummy" variables developed to represent the variation among programs that were included in the survey. (Initially ten such variables were posited.)

Table 2 provides an overview of the times when these different variables were secured and of who the related respondents were.

TABLE 2

OVERVIEW OF THE HIRING-RELATED DATA ACQUISITION

RESPONDENT GROUP	TIME Pre-Program	 Post-Program
Students	Criterion Scales (perceptions of hiring standards and disciplinary standards)	Criterion Scales (perceptions of hiring standards and disciplinary standards)
	Personal Characteristics	Job Characteristics
		Program Variables
Supervisors		Criterion Scales (supervisors' reports of hiring standards and disciplinary standards)
		Firm Characteristics
Teachers, trainers, or craftspersons		Criterion Scales (perceptions of hiring standards and disciplinary standards)

The first step in the data analysis involved the description of the designated criterion variables. The results of that effort are summarized in table 3. As indicated by those results, the various criteria each exhibited an acceptable, if somewhat low, reliability estimate. The reported alpha coefficients represent the lower bounds for the respective criterion scale reliabilities.

At the next stage, the indicated sets of variables were collapsed across respondent groups and composite records formulated on a student-by-supervisor basis. This process and the associated editing yielded the numbers of complete records shown in table 4.

Limitations

A brief review of the information in table 4 reveals that two major concerns needed to be addressed before the data analysis could proceed. Those concerns were as follows:

- The number of independent variables identified (24 + 42 + 67 + 10 or 143) from the survey questionnaires was greater than could be manipulated, given the available sample size. A general rule of thumb frequently used in such studies is that when undertaking an analysis (e.g., a multiple regression analysis) the sample size should be at least ten times greater than the number of variables one intends to consider. Therefore, in the current context, the number of potential independent variables needed to be drastically reduced before the analysis progressed.

- There was an inherent confounding in the data as related to site and program, that is, a degree of multicollinearity existed between the two sets of variables due to the fact that a number of programs were unique to specific sites. Therefore, some reductions or reconfigurations of the site and program variables needed to be executed to alleviate that confounding.

In order to address the initial concern, that is, the reduction in the number of survey-related independent variables, correlations among each of the four designated criterion variables and each of the 143 potential independent variables were computed. Then, they were reviewed and the following decision rule was applied: if a potential independent variable accounted for 5 percent or more of the variance in at least one of the criterion variables, that independent variable was considered for inclusion in subsequent project analyses. The use of this approach resulted in the identification of the seven firm characteristics, seven job characteristics, and ten personal characteristics noted in the first segment of table 5.

The resolution of the second concern resulted in the two program (dummy) variables specified in the second segment of table 5. That approach involved collapsing and alleviating several of the sites and several of the programs listed in table 4. The resulting classification scheme, shown in table 6, provides an overview of the sample used in the preliminary analysis.

TABLE 3

DESCRIPTIVE OVERVIEW OF THE FOUR MAJOR CRITERION VARIABLES

CRITERION	MEAN	STANDARD DEVIATION	RELIABILITY ESTIMATE
Students' perceptions of hiring standards	141.31	12.98	.78 (.37)*
Students' perceptions of disciplinary standards	81.93	15.99	.87 (.51)*
Supervisors' reports of hiring standards	143.90	10.66	
Supervisors' reports of disciplinary standards	79.55	10.76	

* The reliability estimates shown in parentheses represent the "stability" estimates for the respective criteria (over an eight-month interval), which were generated via the pre and postcriterion scales for the students who were not designated as participating in a program. (The other estimates reported are alpha coefficients.)

TABLE 4

SUMMARY OF THE COMPOSITE, STUDENT-BY-SUPERVISOR DATA RECORDS AVAILABLE

	SITES						
PROGRAMS	1	2	3	4	5	6	
Apprenticeship	0	0	0	0	180	0	
CETA	1	0	0	2	0	12	
Distributive education (Co-op)	46	0	0	0	0	0	
Office education (Co-op)	19	0	0	0	0	0	
Intensive office	3	0	0	0	0	0	
Work experience or work	2	0	0	0	0	0	
Experience-based career ed	0	16	20	42	0	0	
Career skills center	4	0	0	4	0	0	
Other programs	1	1	0	5	0	0	
No program	40	2	0	14	0	0	
TOTALS	116	19	20	67	180	12	414

TABLE 5

INDEPENDENT VARIABLES SELECTED FOR INCLUSION IN FURTHER ANALYSES

TYPE OF VARIABLE	VARIABLE LABEL	STATISTICS		DESCRIPTION
		MEAN	STANDARD DEVIATION	
Firm Characteristics	Wages affected by union	0.2	0.4	Designation as to whether workers were unionized
	# full-time employees	255.4	733.0	Number of full-time employees
	Must fill out job application	0.4	0.5	Designation regarding whether employees must regularly fill out job applications
	Youth employer	42.8	41.9	Number of employees who are youth
	# employees attend school	4.7	11.0	Number of employees who attend school regularly
	Separate personnel office	0.2	0.4	Designation whether firm has a personnel office
	# 16-24-year-old employees	64.7	311.8	Number of full-time 16-24-year-old employees
Job Characteristics	Hours formal training	6.5	28.5	Total hours formal training first three months
	# hours filling out forms	1.9	4.4	Number hours filling out forms first three months
	Average hours/week	11.3	11.9	Average hours per week spent at worksite
	# months at job	6.3	3.8	Number of months at job since program began in September
	Most expensive machine used	0.8	1.1	Most expensive piece of equipment used on the job
	# hours/week worked other jobs	18.1	12.3	Number of hours per week worked at other jobs
	# months at worksite	5.0	4.0	Number of months during program period spent at worksite
Personal Characteristics	Full time	0.6	1.0	Total time worked at previous jobs
	Sex	1.6	0.5	Student's sex
	Annual family income	4.5	1.6	Estimated annual family income
	Low accept, postprogram wage	4.7	3.5	Lowest acceptable postprogram wage
	Age	16.9	1.2	Student's age
	Average hr/wk on previous jobs	2.3	1.8	Average number of hours worked per week on previous jobs
	Basic curriculum	11.2	4.8	Number of basic (academic) courses taken in high school
	Duration of preprogram work exp	3.5	2.2	Duration of preprogram work exp
	Grade level	6.4	1.0	Grade level completed by student
	Average hr wage on previous jobs	2.9	2.3	Average hourly wage earned during previous job experiences
Program Variables	Program 1	0.4	0.5	Work Experience/Co-op (paid) vs. No Program
	Program 2	0.3	0.5	Exploration/Career Awareness (unpaid) vs. No Program

Results

During the course of the survey-related data analysis, four general models were posited and used to guide the analysis efforts. Those models were as follows:

- Model 1: How are the selected firm characteristics, job characteristics, program variables, and personal variables related to supervisors' reports of hiring and disciplinary standards as well as to students' perceptions of those standards?

  Separate equations were estimated for supervisors' reports of hiring disciplinary standards and for the students' perceptions about what they expect these standards to be. The models estimated were:

  $$Y_i = aJ + bF + cP + u_i$$
  $$Y_j = aJ + bF + cP + u_j$$
  $$Y_j = aJ + bF + cP + dX_j + u_j$$

  where:
  Y = subjects' ratings on the scales
  i = supervisors
  j = students
  J = vector of job characteristics
  F = vector of firm characteristics
  P = vector of dummies for program
  X = vector of personal characteristics
  a,b,c,d = vectors of parameters
  u = a disturbance variable

- Model 2: How do the differences in supervisors' reports and students' perceptions of hiring and disciplinary standards relate to the selected firm characteristics, job characteristics, program variables, and personal variables?

  This model explored the size of the difference, $(Y_i - Y_j)$, between youth and their supervisors' reports of hiring and disciplinary standards. Regression equations were estimated that measure the determinants of the difference between youth's and supervisors' reports. We estimated separate equations for each program. This was necessary because students in different programs have different levels of knowledge about the job to which they are being assigned. The equation estimated was:

  $$(Y_j - Y_i) = aJ + bF + cP + dX_j + u$$

- Model 3: How does the magnitude of the differences in supervisors' reports and students' perceptions of hiring and disciplinary standards relate to the selected firm characteristics, job characteristics, program variables, personal variables, and students' preprogram perceptions of those respective standards?

This model measured the lack of congruence between the supervisors and students about the hiring and disciplinary standards at pre and posttest. Disagreement was defined as the sum over items within a scale of the absolute values of the differences between youth's and supervisors' reports of standards. The equation becomes:

$$\text{Disagree} = \sum_{t=1}^{T} |Y_{jt}(2) - Y_{it}| = aJ_i + bF_j + cX_i \; dX_j + e(\sum_{t=1}^{T} |Y_{jt}(1) - Y_{it}|) + u$$

where t indexes the items in a particular scale.

$Y_{jt}(2)$ = students' perceptions at posttest
$Y_{jt}(1)$ = students' perceptions of standards at pretest
Y_{it} = supervisors' reports of standards

- Model 4: How do observed changes in students' perceptions of hiring and disciplinary standards relate to the selected firm characteristics, job characteristics, program variables, personal characteristics, students' preprogram perceptions regarding those standards, and supervisors' reports of those standards?

This model examined the impact of program and work experiences on changes in students' perceptions of hiring and disciplinary standards. The first step examined the mean changes on each item of the scale, $\overline{Y}_{jt}(2) - \overline{Y}_{jt}(1)$, and compared these changes across programs. The second step involved aggregating the individual items into scales and then estimating models predicting trainee responses in the posttest.

$$Y_j(2) = aJ + bF + cP + dX_j + eY_j(1) + fY_i + gY_k + u$$

In the subsections that follow, the results observed in relation to each of these models are described in turn.

TABLE 6

OVERVIEW OF THE SAMPLE USED IN THE PRELIMINARY ANALYSES

	SITE			
PROGRAM	1	4	5	
Work experience/co-op (paid)	71	2		
Exploration-career awareness/EBCE (unpaid)	5	51		
Apprenticeship*			180	
No formal program	40	14		
TOTALS	116	67	180	363

* Separate regression equations for each program were used when apprentices were included in the analysis. More on this later.

Model 1. In relation to this model, four separate regression equations were generated. The results of those efforts are summarized in table 7.

An inspection of table 7 reveals that:

- None of the selected firm characteristics or job characteristics was related to supervisors' reports of their organizations' hiring standards. However, students' participation in an exploratory program, as compared to no formal program, was positively related to supervisors' reports of those standards.

- In relation to employer disciplinary standards, the number of months students spent at the worksite during the program year was negatively related to the supervisors' reports of the disciplinary standards they employ. Neither of the program variables served as a significant predictor of this criterion.

- Students' perceptions of hiring standards were significantly related to the number of months they spent working at a program related job as well as to the number of basic "academic" courses they had completed during their high school careers to date. In both instances the relationships were positive.

- The students' appraisals of the lowest acceptable wages they would be willing to accept once they complete their respective programs (i.e., reservation wage) were negatively related to their perceptions of supervisors' disciplinary standards. That is, students whose reservation wages were higher were more likely to expect more stringent disciplinary treatment by supervisors.

Model 2. The equations generated in relation to this model focused upon the prediction of the differences between supervisors' reports of hiring standards and disciplinary standards and students' perceptions of those standards. In addition, it was assumed that the indicated relationships would vary across programs. As a result, separate equations were developed for each of the three programs noted in table 6, plus one for the apprentice program listed in table 4 (due to the large sample size for that program). The resulting set of four equations dealing with the hiring standards criterion is summarized in table 8, while those for the disciplinary standards criterion are presented in table 9.

The results provided in table 8 suggest the following:

- None of the selected firm characteristics or job characteristics was significantly related to the differences between supervisors' reports and students' perceptions of the hiring standards.

- Selected personal characteristics were significantly related to the differences between students' perceptions and supervisors' reports of hiring standards, but specific relationships varied across programs.

TABLE 7

EQUATIONS GENERATED IN RELATION TO MODEL 1

VARIABLES	Supervisors' Reports of--				Students' Perceptions of Employers'--			
	Hiring Standards (Equation 1)*		Disciplinary Standards (Equation 2)*		Hiring Standards (Equation 3)*		Disciplinary Standards (Equation 4)*	
(FIRM CHARACTERISTICS)								
Wages union affected	.03	(0.4)	.06	(0.7)	-.04	(-0.4)	.07	(0.8)
# full time employees	.05	(0.4)	-.13	(-1.0)	.07	(0.5)	-.13	(-1.1)
Must fill out job appl	-.11	(-1.2)	-.04	(- .4)	-.16	(-1.7)	-.03	(-0.3)
Youth employment	.15	(1.4)	.12	(1.1)	-.01	(-0.1)	.11	(1.1)
# employees attend sch	.00	(.1)	-.05	(- .6)	.09	(1.0)	.05	(0.6)
Separate personnel off	.07	(0.8)	-.06	(- .6)	-.02	(-0.3)	.02	(0.3)
#16-24-yr-old employee	.04	(0.3)	.02	(0.2)	-.09	(-0.6)	-.05	(-0.4)
(JOB CHARACTERISTICS)								
Hours formal training	.04	(0.6)	-.01	(-0.1)	.02	(0.2)	-.01	(-0.1)
# hrs filling out forms	.06	(0.8)	-.00	(-0.0)	-.06	(-0.8)	.03	(0.4)
Average hours/week	.06	(0.4)	.24	(1.6)	.09	(0.6)	.26	(1.9)
# months at job	-.09	(-0.8)	.01	(0.1)	.29	(2.5)**	-.05	(-0.5)
Most expen machine used	-.07	(-0.7)	-.02	(-0.2)	-.05	(-0.5)	-.01	(-0.1)
# hrs/wk work other job	-.04	(-0.3)	-.01	(-0.0)	-.22	(-1.7)	-.19	(-1.5)
# months at worksite	-.08	(-0.6)	-.33	(-2.2)**	-.03	(-0.2)	-.18	(-1.2)
(PERSONAL CHARACTERISTICS)								
Full time	--	--	--	--	-.11	(-1.3)	-.08	(-1.0)
Sex	--	--	--	--	.08	(1.0)	-.03	(-0.4)
Annual family income	--	--	--	--	-.07	(-1.0)	-.04	(-0.5)
Lowest acceptable wage	--	--	--	--	-.06	(-0.7)	-.17	(-2.2)**
Age	--	--	--	--	-.17	(-1.7)	-.02	(-0.2)
Aver hr/wk on prev job	--	--	--	--	.09	(0.6)	.08	(0.5)
Basic curriculum	--	--	--	--	.34	(2.9)**	.03	(0.3)
Duration prev work exp	--	--	--	--	-.04	(-0.3)	.07	(0.5)
Grade level	--	--	--	--	-.11	(-0.8)	-.11	(-0.7)
Aver hr wage prev job	--	--	--	--	-.13	(-0.8)	-.25	(-1.7)
(PROGRAM VARIABLES)								
Program 1	.12	(0.7)	.17	(0.9)	.06	(0.3)	-.17	(-1.0)
Program 2	.29	(2.0)**	.17	(1.2)	.09	(0.6)	.04	(0.3)
Constant	(140.2)	(43.1)**	(81.8)	(24.5)**	(171.8)	(10.5)**	(105.4)	(5.9)**
Multiple R	.33	(F=1.3)	.29	(F=1.1)	.42	(F=1.3)	.50	(F=2.0)**

* The entries in these columns are the beta weights for the respective variables followed by their associated t-values (in parentheses).

** Significant at =.05 level.

For example, in the case of the Work Experience/Co-op (co-op, hereafter) students, large differences were predicted via students' completing a large number of basic "academic" courses in high school, while small differences were related to taking fewer such courses in high school. In the case of the Exploration/Career Education (EBCE, hereafter) students, the observed differences between supervisors' and students' perceptions of hiring standards were negatively related to the number of hours per week the students worked during their previous job(s) and positively related to the hourly wage they earned while engaged in such employment. In other words, the two groups' perceptions were more disparate when the students earned a higher than average wage in their previous jobs as well as when they worked for a relatively few hours to earn those wages. In the case of the apprentices, the indicated criterion difference was positively related to annual family income--the higher the annual family income reported, the greater the difference between supervisors' reports and students' perceptions of the hiring standards. Finally, for the last group of students cited, the No Program (nonprogram, hereafter) students, the younger the students, the greater the differences between the supervisors' reports and students' perceptions of hiring standards. As the students in this group got older, those differences were smaller.

- The sample sizes employed in the analyses should be increased substantially (a conclusion that is suggested by the relatively large but insignificant multiple R's reported for the first, second, and fourth program groups).

The results in table 9 suggest the following:

- For apprentices, a significant negative relationship existed in regard to the differences between supervisors' reports and students' perceptions of disciplinary standards and the most expensive piece of equipment used by the apprentice during the program year. That is, the differences between the groups' perceptions were greatest when the apprentices did not use expensive equipment and least when they did use such equipment. This was the only group, however, for which a significant relationship between the firm and job characteristics and the criterion variable was observed.

- For the co-op students there was a positive relationship between the difference in supervisors' reports and students' perceptions regarding disciplinary standards and the lowest wage acceptable to the students, and there was a significant negative relationship between the duration of any previous employment the students had had and the criterion variable. In this latter instance, students with more previous work experience exhibited smaller discrepancies in their perceptions of disciplinary standards from those of their associated supervisors than did students who had relatively less such work experience. For the EBCE and nonprogram students, no significant

TABLE 8

PROGRAM-BY-PROGRAM EQUATIONS DEALING WITH THE DIFFERENCES BETWEEN SUPERVISORS' REPORTS AND STUDENTS' PERCEPTIONS OF HIRING STANDARDS

VARIABLES	Work Exper/Co-op Program (Equation 5)*		Exploration/ Career Ed Program (Equation 6)*		Apprenticeship Program (Equation 7)*		No Program (Equation 8)*	
(FIRM CHARACTERISTICS)								
Wages union affected	.12	(0.9)	-.12	(-0.7)	N.E.†	—	.13	(0.7)
# full time employees	-.03	(-0.1)	.12	(0.7)	N.E.	—	-.04	(-0.1)
Must fill out job appl	-.24	(-1.0)	.06	(0.3)	N.E.	—	-.15	(-0.5)
Youth employment	-.13	(-0.9)	-.14	(-0.4)	N.E.	—	-.16	(-1.0)
# employees attend sch	.15	(1.0)	-.08	(-0.4)	N.E.	—	.28	(1.2)
Separate personnel off	-.16	(-1.0)	-.02	(-0.1)	N.E.	—	-.43	(-1.8)
#16-24-yr-old employee	-.01	(-0.0)	-.26	(-0.7)	N.E.	—	.17	(0.6)
(JOB CHARACTERISTICS)								
Hours formal training	.06	(0.4)	.00	(0.0)	N.E.	—	-.00	(-0.3)
# hrs filling out forms	-.27	(-1.8)	.29	(1.3)	N.E.	—	.07	(0.4)
Average hours/week	.20	(1.1)	-.15	(-0.6)	N.E.	—	-.31	(-1.7)
# months at job	.25	(1.9)	-.24	(-0.9)	N.E.	—	.03	(0.1)
Most expen machine used	.32	(1.7)	-.12	(-0.7)	.00	(0.0)	.00	(0.0)
# hrs/wk work other job	-.03	(-0.2)	.37	(0.9)	N.E.	—	.24	(1.0)
# months at worksite	-.21	(-1.2)	.19	(1.0)	N.E.	—	N.E.	—
(PERSONAL CHARACTERISTICS)								
Full time	.11	(0.8)	-.06	(-0.3)	.01	(0.2)	-.13	(-0.8)
Sex	.17	(1.2)	.26	(1.4)	.06	(0.8)	.23	(1.5)
Annual family income	.22	(1.6)	.12	(0.7)	.20	(2.7)**	.09	(0.5)
Lowest acceptable wage	-.00	(-0.0)	.22	(1.1)	-.14	(-1.9)	.01	(0.0)
Age	-.14	(-1.0)	-.10	(-0.6)	.02	(0.3)	-.42	(-2.1)**
Aver hr/wk on prev job	-.35	(-1.4)	-.85	(-2.7)**	-.05	(-0.4)	.28	(1.0)
Basic curriculum	.41	(2.3)**	-.31	(-1.1)	.13	(1.7)	.05	(0.3)
Duration prev work exp	.12	(0.5)	-.14	(-0.4)	-.11	(-1.1)	-.17	(-0.6)
Grade level	-.09	(-0.6)	.24	(0.8)	.14	(1.9)	.29	(0.9)
Aver hr wage prev job	.17	(0.6)	1.02	(2.6)**	.02	(0.1)	-.06	(-0.2)
Constant	(59.3)	(0.6)	(-26.9)	(-0.8)	(-21.6)	(-1.2)	(105.8)	(1.3)
Multiple R	.63	(F=1.3)	.69	(F=1.2)	.35	(2.1)**	.76	(F=1.7)

* The entries in these columns are the beta weights for the respective variables followed by their associated t-values (in parentheses).

** Significant at =.05 level.

† N.E. Not entered, due to the fact that the indicated variable was essentially a constant for the designated program group.

TABLE 9

PROGRAM-BY-PROGRAM EQUATIONS DEALING WITH THE DIFFERENCES BETWEEN SUPERVISORS' REPORTS AND STUDENTS' PERCEPTIONS OF DISCIPLINARY STANDARDS

VARIABLES	Work Exper/Co-op Program (Equation 9)*		Exploration/ Career Ed Program (Equation 10)*		Apprenticeship Program (Equation 11)*		No Program (Equation 12)*	
(FIRM CHARACTERISTICS)								
Wages union affected	-.08	(-0.6)	.03	(0.2)	N.E.†	—	.17	(0.7)
# full time employees	-.13	(-0.4)	.09	(0.5)	N.E.	—	.26	(0.6)
Must fill out job appl	.15	(0.6)	.34	(1.8)	N.E.	—	-.14	(-0.4)
Youth employment	-.18	(-1.2)	.11	(0.3)	N.E.	—	-.15	(-0.7)
# employees attend sch	.04	(0.2)	.06	(0.3)	N.E.	—	.20	(0.6)
Separate personnel off	-.20	(-1.2)	.00	(0.0)	N.E.	—	-.20	(-0.6)
#16-24-yr-old employee	.12	(0.3)	-.37	(-1.0)	N.E.	—	-.01	(-0.0)
(JOB CHARACTERISTICS)								
Hours formal training	.26	(1.8)	-.07	(-0.4)	N.E.	—	.04	(0.2)
# hrs filling out forms	.19	(1.2)	.03	(0.1)	N.E.	—	.02	(0.1)
Average hours/week	.02	(0.1)	-.03	(-0.1)	N.E.	—	-.02	(-0.1)
# months at job	.19	(1.3)	.30	(1.1)	N.E.	—	.04	(0.1)
Most expen machine used	.11	(0.6)	-.16	(-1.0)	-.15	(-2.1)**	.01	(0.0)
# hrs/wk work other job	.00	(0.0)	-.39	(-1.0)	N.E.	—	-.03	(-0.1)
# months at worksite	.07	(0.4)	.04	(0.2)	N.E.	—	N.E.	—
(PERSONAL CHARACTERISTICS)								
Full time	-.12	(-0.9)	-.01	(-0.0)	-.11	(-1.3)	-.11	(-0.5)
Sex	.28	(1.9)	.37	(2.0)	-.14	(-2.0)	-.03	(-0.1)
Annual family income	-.06	(-0.4)	.13	(0.8)	.05	(0.7)	-.11	(-0.5)
Lowest acceptable wage	.35	(2.4)**	.03	(0.2)	-.20	(-2.7)**	-.01	(-0.1)
Age	.09	(0.6)	-.01	(-0.0)	.12	(1.6)	-.31	(-1.2)
Aver hr/wk on prev job	.12	(0.5)	.48	(1.5)	.06	(0.4)	.12	(0.3)
Basic curriculum	.05	(0.2)	.13	(0.5)	.05	(0.6)	-.16	(-0.7)
Duration prev work exp	-.62	(-2.5)**	-.28	(-0.7)	-.07	(-0.7)	-.28	(-0.8)
Grade level	-.12	(-0.7)	-.23	(-0.8)	.12	(1.6)	.11	(0.3)
Aver hr wage prev job	.41	(1.4)	-.22	(-0.6)	.19	(1.4)	-.12	(-0.3)
Constant	(-50.9)	(-0.6)	(-6.2)	(-0.2)	-16.61	(-1.2)	(150.0)	(1.4)
Multiple R	.56	(F=0.9)	.70	(F=1.2)	.39	(F=2.7)**	.53	(F=0.5)

* The entries in these columns are the beta weights for the respective variables followed by their associated t-values (in parentheses).

** Significant at =.05 level.

† N.E. Not entered, due to the fact that the indicated variable was essentially a constant for the designated program group.

relationships were observed between the selected personal characteristics and the criterion. In the Apprentice group, it appears that those apprentices who had a high minimum wage expectation when they completed the program exhibited smaller supervisor-apprentice discrepancies with regard to disciplinary standards than those apprentices who had a somewhat lower minimum wage expectation.

Model 3. The two dependent variables that represented the foci of the equations generated in relation to this model were the magnitudes of the differences between supervisors' reports of hiring standards and disciplinary standards and students' perceptions of those standards. As occurred under model 2, it was assumed that the indicated relationships would vary across programs. Therefore, four separate equations were developed (one for each of the three programs noted in table 6, along with one for the apprentice program listed in table 4). The resulting set of equations, which deal with the "hiring standards" criterion, are presented in table 10. The parallel set of equations for the "disciplinary standards" criterion are summarized in table 11.

The results provided in table 10 suggest the following:

- Across all four program groups, the most salient predictor of the magnitude of the differences between supervisors' reports and students' perceptions of hiring standards was the magnitude of the differences between the students' preprogram perceptions of those standards and supervisors' reports of the standards they employ. In all four groups this relationship was significant and positive.

- In the case of the co-op students, one job characteristic (the number of hours spent filling out forms as part of program-related employment) and two personal characteristics (average hours per week worked on previous job(s) and the number of basic "academic" courses completed in high school) were also shown to be related to the magnitude of the observed differences. The relationships observed for the initial two variables and the criterion were negative, while in the latter instance the relationship was positive. No other similar relation ships were noted for any of the other three program groups.

The results found in table 11 indicate the following:

- The magnitude of the preprogram differences between students' and supervisors' perceptions of disciplinary standards were positively and significantly related to the magnitude of the associated postprogram or criterion differences. This significant relationship was observed for each of the four program groups and represents by far the most pervasive relationship observed.

- For the co-op students, the number of months spent working at a program-related job site (a job characteristic) was negatively

TABLE 10

PROGRAM-BY-PROGRAM EQUATIONS DEALING WITH THE MAGNITUDE OF THE DIFFERENCES BETWEEN SUPERVISORS' REPORTS AND STUDENTS' PERCEPTIONS OF HIRING STANDARDS

VARIABLES	Work Exper/Co-op Program (Equation 13)*		Exploration/ Career Ed Program (Equation 14)*		Apprenticeship Program (Equation 15)*		No Program (Equation 16)*	
(FIRM CHARACTERISTICS)								
Wages union affected	.00	(0.0)	.10	(0.6)	N.E.†	—	-.09	(-0.4)
# full time employees	.35	(1.3)	-.13	(-0.8)	N.E.	—	.13	(0.3)
Must fill out job appl	-.17	(-0.9)	.05	(0.3)	N.E.	—	.18	(0.5)
Youth employment	-.18	(-1.5)	-.55	(-1.6)	N.E.	—	-.05	(-0.2)
# employees attend sch	.02	(0.9)	.01	(0.1)	N.E.	—	.16	(0.5)
Separate personnel off	-.05	(-0.4)	-.00	(-0.0)	N.E.	—	-.15	(-0.5)
#16-24-yr-old employee	-.39	(-1.4)	.63	(1.9)	N.E.	—	-.11	(-0.3)
(JOB CHARACTERISTICS)								
Hours formal training	-.01	(-0.1)	-.03	(-0.2)	N.E.	—	-.11	(-0.6)
# hrs filling out forms	-.41	(-3.3)**	-.02	(-0.1)	N.E.	—	.19	(0.9)
Average hours/week	.12	(0.8)	-.22	(-1.0)	N.E.	—	-.14	(-0.6)
# months at job	-.03	(-0.2)	-.15	(-0.6)	N.E.	—	-.17	(-0.6)
Most expen machine used	.20	(1.3)	-.01	(-0.0)	.11	(1.6)	-.17	(-0.6)
# hrs/wk work other job	.08	(0.7)	.24	(0.7)	N.E.	—	.10	(0.3)
# months at worksite	-.15	(-1.1)	.00	(0.0)	N.E.	—	N.E.	—
(PERSONAL CHARACTERISTICS)								
Full time	-.12	(-1.1)	-.28	(-1.7)	.03	(0.4)	-.02	(-0.1)
Sex	-.07	(-0.6)	-.21	(-1.3)	-.03	(-0.4)	.05	(0.3)
Annual family income	.16	(1.3)	.15	(1.1)	-.08	(-1.1)	.07	(0.3)
Lowest acceptable wage	-.19	(-1.7)	-.01	(-0.0)	.04	(0.6)	-.23	(-1.4)
Age	-.04	(-0.3)	.28	(2.0)	-.06	(-0.9)	.10	(0.4)
Aver hr/wk on prev job	-.44	(-2.2)**	.06	(0.2)	.08	(0.7)	.02	(0.1)
Basic curriculum	.30	(2.0)**	.13	(0.6)	-.03	(-0.4)	.15	(0.7)
Duration prev work exp	.08	(0.4)	-.05	(-0.2)	-.13	(-1.5)	.24	(0.8)
Grade level	-.08	(-0.6)	-.19	(-0.8)	-.02	(-0.3)	-.24	(-0.6)
Aver hr wage prev job	.16	(0.7)	.05	(0.2)	.09	(0.8)	.04	(0.1)
Diff in preprog percept	.69	(6.6)**	.52	(3.1)**	.55	(8.6)**	.57	(2.8)**
Constant	(31.7)	(0.7)	(-7.5)	(-0.4)	(10.3)	(1.2)	(-0.0)	(-0.0)
Multiple R	.78	(F=3.0)**	.79	(F=2.0)**	.58	(F=7.1)**	.65	(F=0.9)

* The entries in these columns are the beta weights for the respective variables followed by their associated t-values (in parentheses).

** Significant at =.05 level.

† N.E. Not entered, due to the fact that the indicated variable was essentially a constant for the designated program group.

TABLE 11

PROGRAM-BY-PROGRAM EQUATIONS DEALING WITH THE MAGNITUDE OF THE DIFFERENCES BETWEEN SUPERVISORS' REPORTS AND STUDENTS' PERCEPTIONS OF DISCIPLINARY STANDARDS

VARIABLES	Work Exper/Co-op Program (Equation 17)*		Exploration/ Career Ed Program (Equation 18)*		Apprenticeship Program (Equation 19)*		No Program (Equation 20)*	
(FIRM CHARACTERISTICS)								
Wages union affected	.10	(0.7)	-.04	(-0.3)	N.E.†	—	-.16	(-0.9)
# full time employees	.33	(0.9)	.03	(0.2)	N.E.	—	-.76	(-2.4)**
Must fill out job appli	-.11	(-0.4)	-.25	(-1.5)	N.E.	—	-.15	(-0.6)
Youth employment	.04	(0.3)	.03	(0.1)	N.E.	—	-.23	(-1.5)
# employees attend sch	.11	(0.6)	-.04	(-0.3)	N.E.	—	.22	(0.9)
Separate personnel off	.03	(0.2)	.22	(1.3)	N.E.	—	.02	(0.1)
#16-24-yr-old employee	-.18	(-0.5)	-.10	(-0.3)	N.E.	—	.42	(1.5)
(JOB CHARACTERISTICS)								
Hours formal training	-.26	(-1.8)	.05	(0.3)	N.E.	—	.05	(0.4)
# hrs filling out forms	-.05	(-0.3)	.03	(0.1)	N.E.	—	.05	(0.3)
Average hours/week	-.00	(-0.0)	-.00	(-0.0)	N.E.	—	.20	(1.2)
# months at job	.17	(1.2)	.17	(0.7)	N.E.	—	.12	(0.5)
Most expen machine used	.12	(0.6)	.09	(0.6)	-.06	(-0.8)	-.47	(-1.95)
# hrs/wk work other job	.17	(1.2)	.05	(0.2)	N.E.	—	-.09	(-0.4)
# months at worksite	-.38	(-2.1)**	.04	(0.3)	N.E.	—	N.E.	—
(PERSONAL CHARACTERISTICS)								
Full time	-.18	(-1.2)	-.12	(-0.7)	.06	(0.7)	.01	(0.0)
Sex	-.01	(-0.0)	.02	(0.1)	-.09	(-1.2)	.34	(2.3)**
Annual family income	-.20	(-1.3)	.02	(0.1)	.07	(1.0)	.05	(0.3)
Lowest acceptable wage	.13	(0.8)	-.11	(-0.7)	-.04	(-0.6)	-.19	(-1.5)
Age	.02	(0.1)	-.05	(-0.3)	.11	(1.4)	-.09	(-0.5)
Aver hr/wk on prev job	-.10	(-0.4)	-.75	(-2.6)**	-.12	(-0.9)	.30	(1.1)
Basic curriculum	.07	(0.4)	-.01	(-0.0)	.12	(1.6)	.09	(0.5)
Duration prev work exp	.11	(0.4)	.58	(1.7)	.17	(1.7)	-.04	(-0.2)
Grade level	.06	(0.3)	-.25	(-1.0)	-.04	(-0.5)	-.45	(-1.5)
Aver hr wage prev job	.25	(0.8)	.17	(0.5)	-.02	(-0.2)	.14	(0.5)
Diff in preprog percept	.42	(2.8)**	.68	(4.8)**	.44	(6.0)**	.46	(3.5)**
Constant	(-10.9)	(-0.2)	(17.5)	(0.8)	(0.0)	(0.0)	(57.6)	(1.6)
Multiple R	.59	(F=1.0)	.78	(F=1.9)**	.46	(F=3.8)**	.80	(F=2.1)**

* The entries in these columns are the beta weights for the respective variables followed by their associated t-values (in parentheses).

** Significant at =.05 level.

† N.E. Not entered, due to the fact that the indicated variable was essentially a constant for the designated program group.

related to the magnitude of the differences between supervisors' reports and students' perceptions of disciplinary standards. More specifically, smaller such differences were observed for students who had spent greater amounts of time working during the program year. This represents the only significant job characteristic observed across the four designated program groups.

- For the EBCE students, the average hours per week spent working at a previous job was negatively related to the magnitude of the student-supervisor perceptual differences in disciplinary standards. That is, the magnitude of those observed differences was less for those students who worked more prior to the program period than for those students who worked relatively little.

- For the nonprogram students, one of the selected firm characteristics--number of full-time employees--was negatively related to the magnitude of the differences between students' and supervisors' perceptions of disciplinary standards. That is, it appears that the magnitude of those differences was less for students who worked in a large company than it was for students who worked in a small company. Also, for this group, sex (a personal characteristic) was shown to be related to the designated criterion. In that case, the magnitude of the observed differences was greater for females than it was for males.

Model 4. Two equations were developed under this model. The intent of those equations was to help discern how students' preprogram perceptions and supervisors' reports of hiring and disciplinary standards affect/enhance the observed relationships between students' postprogram perceptions of hiring and disciplinary standards and the designated sets of firm characteristics, job characteristics, personal variables, and program variables. The results of that effort are summarized in table 12.

An inspection of table 12 suggests the following:

- Students' preprogram perceptions of both hiring standards and disciplinary standards were significantly related to the postprogram perceptions of those standards, over and above the point relationship afforded by the selected firm characteristics, job characteristics, personal characteristics, and program variables. In both instances that relationship was positive.

- Two job characteristics were significantly related to students' postprogram perceptions of hiring standards. They were the number of months worked at the program-related job (where the more months worked, the higher the perception of the indicated standard) and the number of hours worked per week at other jobs. In the second instance the observed relationship was negative--lower perceptions were related to greater numbers of hours/weeks worked on other jobs. Age and the number of basic "academic" courses completed by a student were also related to their perceptions of hiring standards. The age relationship was negative, while the course completion relationship was positive.

- For equation 22, the students' lowest acceptable wage specifications once they complete their programs and the average hourly wage they earned during their previous employment were related to their perceptions of disciplinary standards. In the first case, students who have set a higher acceptable wage as a goal exhibited lower perceptions of disciplinary standards than did those students who set a lower acceptable wage. With regard to average hourly wage earned in previous jobs, the results show that students who had earned the highest relative wage had a lower perception of disciplinary standards than did those students whose earnings during such jobs was at the lower end of the scale.

TABLE 12

EQUATIONS GENERATED IN RELATION TO MODEL 4

VARIABLES	Prediction of Students' Postprogram Perceptions of Employer Hiring Standards (Equation 21)*		Prediction of Students' Postprogram Perceptions of Employer Disciplinary Standards (Equation 22)*	
(FIRM CHARACTERISTICS)				
Wages union affected	-.04	(-0.5)	.01	(0.1)
# full time employees	.01	(0.1)	-.14	(-1.3)
Must fill out job appl	-.14	(-1.5)	-.08	(-1.0)
Youth employment	-.01	(-0.1)	.14	(1.5)
# employees attend sch	.08	(0.9)	.02	(0.3)
Separate personnel off	-.00	(-0.0)	.11	(1.4)
#16-24-yr-old employee	-.03	(-0.3)	-.04	(-0.3)
(JOB CHARACTERISTICS)				
Hours formal training	-.01	(-0.2)	-.09	(-1.3)
# hrs filling out forms	-.05	(-0.7)	.01	(0.1)
Average hours/week	.16	(1.2)	.21	(1.7)
# months at job	.27	(2.5)**	-.06	(-0.7)
Most expen machine used	-.04	(-0.5)	.01	(0.2)
# hrs/wk work other job	-.25	(-2.0)**	-.09	(-0.8)
# months at worksite	-.01	(-0.1)	-.10	(-0.7)
(PERSONAL CHARACTERISTICS)				
Full time	-.12	(-1.5)	-.04	(-0.5)
Sex	.03	(0.3)	-.05	(-0.7)
Annual family income	-.12	(-1.5)	-.05	(-0.7)
Lowest acceptable wage	-.11	(-1.4)	-.14	(-2.1)**
Age	-.20	(-2.2)**	-.00	(-0.0)
Aver hr/wk on prev job	.06	(0.4)	-.02	(-0.2)
Basic curriculum	.24	(2.2)**	.08	(0.8)
Duration prev work exp	.01	(0.1)	.21	(1.6)
Grade level	-.08	(-0.6)	-.07	(-0.5)
Aver hr wage prev job	-.14	(-0.9)	-.33	(-2.4)**
(PROGRAM VARIABLES)				
Program 1	-.06	(-0.3)	-.12	(-0.8)
Program 2	-.05	(-0.4)	-.01	(-0.1)
Students' preprog percep	.35	(4.5)**	.45	(6.1) **
Supervisors' reports of	.06	(0.8)	.06	(0.8)
Constant	(133.11)	(6.9)**	(57.7)	(3.2)**
Multiple R	.52	(F=2.1)**	.64	(F=3.8)**

* The entries in these columns are the beta weights for the respective variables followed by their associated t-values (in parentheses).

** Significant at =.05 level.

† N.E. Not entered, due to the fact that the indicated variable was essentially a constant for the designated program group.

CHAPTER V

DISCUSSION

The purpose of this three-year study is to investigate the role that youth's perceptions of hiring and disciplinary standards play in their ability to get and keep jobs. During the first year (fiscal year 1981), we developed three survey instruments to collect data on youth and trainers' perceptions of the standards and worksite supervisors' reports of those standards. After the instruments were pilot tested and data collection arrangements were made, we administered the surveys to youth in four different employability development programs and to secondary school students in academic classes. This administration was a pretest of youth's perceptions of standards prior to the treatment period (i.e., the 1981-82 school year).

During this year (fiscal year 1982), we administered the posttest to 1,135 youth at the end of the school year and we conducted the supervisor phase of data collection. After the last data were received in August, data were edited, coded, and transcribed onto magnetic tape by late September. Although considerable effort was required to ready the data for analyses, we were able to conduct preliminary analyses according to four models that variously concern the relationships among youth's perceptions of hiring and disciplinary standards; supervisors' reports of those standards; and selected characteristics of firms, jobs, programs, and personal characteristics. During the third year (fiscal year 1983), we shall complete the analysis of data collected at time 1 and time 2 and collect follow-up data on youth, most of whom will be one year beyond high school and available for full-time employment.

Summary and Interpretation of the Results

The results presented in the previous chapter revealed many significant relationships among (1) the personal and situational independent variables, (2) youth's perceptions of hiring and disciplinary standards, and (3) their supervisors' reports of those standards. These relationships help to explain differences and magnitude of differences between youth's perceptions and supervisors' reports of hiring and disciplinary standards. They also help to explain changes in youth's perceptions over the testing period. In the following section we have drawn upon the work socialization paradigm presented in chapter 1 to summarize and interpret our findings.

Briefly, our paradigm consists of three principal work socialization processes in which we can view the correlates of youth's perceptions of hiring and disciplinary standards. The first is anticipatory socialization through which youth form their earliest perceptions of the standards prior to becoming employed. The second process takes place at entry into the workplace in which youth first encounter the standards. The third process involves change in perceptions and behaviors in response to work experience and encounters with the standards. Each of these processes will be discussed as they relate to the findings on hiring and disciplinary standards.

Hiring Standards

Anticipatory Socialization

The most consistent and pervasive finding across the programs was that preprogram perceptions of hiring standards were significantly and positively related to postprogram perceptions of those standards. This relationship is evident not only in that youth's early perceptions are likely to be reinforced during the treatment but also in that the greatest differences in perceptions of these standards between youth and supervisors at the beginning of the program are likely to remain. This suggests that the socialization that took place prior to entering the programs and workplaces generally has a greater effect on the perceptions of hiring standards than the socialization that took place during the treatment period.

The relationship of academic subjects (e.g., math, English, science) is of particular interest. Taking more courses in these subject areas is significantly and positively related to perceiving the hiring standards to be of greater importance. However, the more academic courses taken by cooperative/work experience (co-op) students, the more likely they were to be at odds with their supervisors in regard to perceptions of hiring standards. The strong relationship of basic academic courses to perceptions of hiring standards suggests that learning from these courses may be influencing the formation of perceptions and perhaps other mental constructs associated with employability--an unintended and not necessarily undesirable outcome.

Work experience prior to the treatment period was also related to perceptions of hiring standards. For co-op students, working longer hours per week seems to be associated with smaller differences in perceptions between them and their supervisors on hiring standards. This relationship also held true for EBCE students (note that only model 1 of EBCE was included in the analysis), but having been paid higher wages in previous jobs was related to greater disparity in perception between youth and supervisors. It is interesting to note that, since EBCE students are not paid when at the worksite, there may be a mediating effect on perceptions emanating from the contrast between pecuniary rewards and intrinsic rewards--with the latter suffering in the process.

Of the personal variables used in the analysis, only age seems to be uniformly related across the sample to perceptions of hiring standards. On the post measure, the older the youth the lesser the importance they attribute to the standards. According to our theoretical perspective, this may be less a case of devaluing the standards than it is a matter of reporting the realities of their employment situations. As expected, differences between youth's and supervisors' perceptions of hiring standards narrow for older youth within each program group. Family income was also related to perceptions, but only for apprentices. The higher their reported family income, the greater the differences between their perceptions and those of supervisors. This finding, although relevant to only the apprentices, is important. Apprentices, as pointed out in the theoretical perspective, are the most likely in our sample to be expected to commit themselves deeply to employer standards. Apparently, coming from families with higher incomes permits some latitude of self-expression in perceptions of hiring standards or, at least, no sense of urgency to adopt the supervisors' views.

Encounter

Only two findings concerning worksite entry were evident. Participation in EBCE, as compared to not being in any program, was positively related to supervisors' reports of hiring standards. Several characteristics of that program may explain that relationship. EBCE participants rotate from one resource person (i.e., supervisors) to another many times over the year and they are not paid. The emphasis is on studying and learning about jobs one day a week rather than on taking on a worker role. This suggests that EBCE students are learning and accepting what employers expect as they make hiring decisions. Supervisors and program staff provide consultation on many matters related to work. This type of reflection seems to be an effective socialization tool in that it enlightens EBCE youth to the standards without the need for actual work experience.

The second finding concerns time spent filling out forms and becoming oriented to company rules and practices. Spending more time doing this lessened differences between co-op students' perceptions of hiring standards and supervisors' reports of those standards. This worksite activity apparently reinforces related in-class instruction received by those students. A confirmation process such as this may be instrumental in reducing discrepancies in perceptions. It also may have the effect of overconforming--an outcome we want to take note of in our follow-up phase.

Change

It is interesting to note that firm and job characteristics (at least those used on our instruments) were not related to changes in perceptions of the hiring standards. This was not what was at first expected. This suggests to us, then, that situational factors may be less important than personal and program characteristics. However, an important job characteristic, main job duties, was not a part of the current analysis because of the time required to code that variable. We do expect that the apparent routine and low-level nature of job tasks will be related to differences in perceptions of hiring standards.

As specified in our theoretical base, the duration of experiences at the worksite is likely to affect perceptions of employer standards. This relationship was evident, and it was significant and positive for all groups. Also, the more months youth spend at the worksite, the more likely they are to view hiring standards as important. However, no such relationship was evident for the number of hours per week at the worksite. Given the differences in programs (i.e., minimal exposure per week for EBCE and maximal for apprenticeship), sustained exposure over time seems to be more likely to ensure youth's learning their employers' standards than the intensity of those experiences.

This finding would favor EBCE as an efficient option for socializing youth to hiring standards without the need for extensive workplace exposure.

On-the-Job Disciplinary Standards

Fewer relationships were noted regarding youth's perceptions of disciplinary standards and supervisors' reports of those standards as compared to hiring standards. Of the relationships found in the preliminary analysis, more seemed to be attributable to variables exogenous to the work socialization that took place during the treatment period.

Anticipatory Socialization

Again, the most pervasive relationship observed was between the perceptions held prior to the treatment (i.e., program participations and work experience) and posttreatment perceptions. For all groups in the sample the relationship was significant and positive. Similarly, the magnitude of differences between youth's perceptions and supervisors' reports of disciplinary standards at the beginning of the treatment was positively related to the magnitude differences at the end of the program. This suggests that perceptions formed during anticipatory socialization are rather durable and are either confirmed or reinforced during the treatment period.

Youth who reported lower reservation wages on the pretest tended to view disciplinary standards as less stringent than did youth with higher reservation wages. This is consistent with the proposed theoretical construct in that youth with higher reservation wages (i.e., minimum acceptable wage for future jobs) may be more motivated or predisposed to be concerned about the consequences of their on-the-job behaviors as a means of achieving that employment outcome.

The perceptions of both co-op students and apprentices with higher reservation wages were also less different from their supervisors' reports of disciplinary standards. An important observation here is that, although apprentices had higher reservation wages than other groups, the range of reservation wages was smaller. This suggests that, although monetary goals may still incline apprentices to align themselves with supervisors' disciplinary standards, they are more realistic in setting those goals since postprogram wages for apprentices are generally well known and fixed in this program.

The amount of work experience prior to the treatment period was also significantly related to differences between youth's perceptions and supervisors' reports of disciplinary standards. Youth in co-op and EBCE who had the most previous work experience evidenced less disparity at pretest and posttest between their perceptions and supervisors' reports of those standards. This suggests a cumulative effect of work socialization processes in which perceptions of a current experience become a reality test for perceptions formed by prior experiences. This, again, is consistent with the theoretical perspective.

Personal characteristics, including race/ethnicity, socioeconomic status, and the nature of previous school experiences, do not at this time seem to be related to either youth's perceptions or supervisors' reports of disciplinary standards. A notable exception is that the differences between youth's perceptions and supervisors' reports for the nonprogram group were greater for females than males. This relationship was not noted for females in programs, suggesting a potentially beneficial outcome of work socialization through programs for females.

Encounter

The only firm and job characteristics included in our analysis that were significantly related to differences in youth's perceptions and supervisors' reports of disciplinary standards were size of firm, cost of equipment used by the youth, and wages. These relationships were group-specific. For youth not in programs, being in a larger firm was related to smaller differences between their perceptions and supervisors' reports at posttest. For apprentices, working on more costly equipment was similarly related to smaller differences. Both findings suggest the apparent seriousness of disciplinary consequences in firms where unacceptable on-the-job behavior may result in a loss in productivity or profits.

Interestingly enough, higher wages received during the treatment period for all groups were related to youth rating disciplinary standards as less stringent. This may be due to the fact that greater autonomy is usually associated with higher pay and that lower-paying jobs usually involve closer supervision. This feature will bear closer inspection in future analyses, given the generally low wages of youth jobs.

Change

Differences in youth's perceptions and supervisors' reports of disciplinary standards were smaller for youth who stayed longer on the job. The number of hours worked per week did not seem to be related. This suggests that the length of exposure to the standards seems to be of greater importance than the intensity of those experiences. Since the finding on duration applies to all program groups, reducing the gap between youth's perceptions and those of supervisors can be achieved just as effectively by the minimal and multiple exposures provided by EBCE as by the more intensive exposure afforded co-op students and apprentices.

Next Step

The findings to date lead us to the tentative conclusion that youth's perceptions of hiring and disciplinary standards are a critical factor in youth employability. However, the very preliminary nature of the analysis and deficiencies in the data preclude any firm conclusions in that regard. The findings resulting from the initial set of models have generated a number of hypotheses regarding the role of perceptions in work socialization. These specific hypotheses will be tested in subsequent analyses.

The relationship of perceptions to employment outcomes was not explored at this time. Outcome data to be collected in the next phase (fiscal year 1983) will permit such analyses. We also are exploring the possibility of collecting additional data from employers of youth in the sample in order to remove some of the limitations imposed by the existing data set.

In addition to collecting employment outcome data, two new related studies are being planned. The purpose of this research is to provide greater insight into employability development patterns by enriching existing quantitative data sets with ethnographic analyses of employed and nonemployed youth. The multiple research methodologies utilized in this study over a two-year period will afford a unique perspective on the work socialization processes and patterns of youth. By simultaneously investigating employed and nonemployed youth over time, we plan to discover salient factors in the lives of these youth (especially schooling and work experience) that lead to successful, self-sustaining employment or to chronic nonemployment among youth. The particular emphasis of this investigation is on policies and practices that will help schools become more effective in preparing youth for work and in reversing the accrual of negative deficits experienced by so many disadvantaged youth.

APPENDIX A

PROGRAM PROFILES

PROGRAM PROFILE

PROGRAM: Apprentice School

TYPE: Shipbuilding Apprenticeship

LOCATION: Southeast

DESCRIPTION: The Apprentice School is an operating department of a major shipbuilding company and is fully supported by the company itself. All apprenticeships offered equal or surpass state and federal standards for apprentice certificates and are registered with the state Apprenticeship Council and the U.S. Department of Labor's Bureau of Apprenticeships and Training. The Apprentice School is accredited by the Southern Association of Colleges and Schools, Commission on Occupational Education Institutions. To be considered for admission an applicant must have a high school education with at least four units in any combination of the following: physics, chemistry, drawing, shop, algebra, geometry, and advanced mathematics; must be physically able to perform the duties required in the designated trade; must have a good reputation in the community, and the company must be able to obtain the proper security clearance; and must be at least age 18 but not older than age 24 at the commencement of the apprenticeship. Training is given in the following crafts: electrician, forger and heat treater, heavy metal fabricator, insulation worker, joiner, machinist, millwright, molder, mold loftsworker, outside machinist, painter-decorator, patternmaker, pipefitter, rigger, sheet metal worker, shipfitter, and welder. Training is in two categories: vocational and academic. Vocational training consists of instruction and practice on a full range of essential trade tasks in a planned job rotation. Academic instruction provides support to shop training as well as the basic general subject material for potential retraining in new fields. Instructors are qualified craftsworkers, educators, and engineers. During a four-year apprenticeship an apprentice can expect to earn in excess of $63,000. Apprentices are paid for all work, including time spent in class. The regular work week is forty hours. There is no tuition charge for the program.

PURPOSE: The school's function is to contribute to the profitability and growth of the company by recruiting, training, and developing young men and women for careers in shipbuilding. The school seeks to provide the company with a continuous supply of journeypersons who possess not only skills, knowledge, and pride of workmanship but also the educational foundation and personal qualities that they will require to meet fully the challenges of a shipbuilding career.

SCHOOL AFFILIATION:	postsecondary apprentice school
TOTAL NUMBER ENROLLED IN SCHOOL:	900
TOTAL NUMBER ENROLLED IN ANY VOCATIONAL PROGRAM:	900
TOTAL NUMBER ENROLLED IN THIS PROGRAM:	900
NUMBER OF ADMINISTRATIVE UNITS FOR THIS PROGRAM:	1
TOTAL NUMBER INCLUDED IN THIS SAMPLE:	190 first-year apprentices
TOTAL HOURS REQUIRED FOR GRADUATION:	8,000
TOTAL HOURS GIVEN FOR PROGRAM PARTICIPATION:	8,000
TYPE OF CREDITS GIVEN FOR PROGRAM PARTICIPATION:	vocational and academic
MAXIMUM NUMBER OF MONTHS FOR ENROLLMENT:	48
AVERAGE NUMBER OF MONTHS COMPLETED:	48
TOTAL NUMBER OF PROGRAM STAFF:	14 academic instructors; 70 craftsworkers
NUMBER OF STAFF AT WORKSITES:	70
NUMBER OF MONTHS BETWEEN 9/1/81 AND 5/31/82 TYPICAL ENROLLEE SPENT IN PROGRAM:	9
NUMBER OF IN-SCHOOL PROGRAM HOURS PER WEEK:	6 (average)
NUMBER OF WORKSITE PROGRAM HOURS PER WEEK:	34 (average)
EMPHASIS ON IN-SCHOOL INSTRUCTION:	30% mathematics skills 5% reasoning skills 30% job-specific skills 10% tranferable job skills 20% occupational information 1% work adjustment skills 2% work attitudes 2% work habits
NUMBER OF CONTACT HOURS SPENT BY PROGRAM STAFF AT WORKSITE:	34 (average)
NATURE OF CONTACTS AT WORKSITE:	10% counseling participants 10% records and reporting 80% on-the-job training

NUMBER OF WORKSITE PLACEMENTS PER PARTICIPANT: 6

NUMBER OF PROGRAM COMPLETERS ASSISTED IN JOB PLACEMENT: NA

PERCENT OF COMPLETERS SECURING FULL-TIME JOBS: 100% (most within the company)

AVERAGE HOURLY WAGE RATE SECURED BY COMPLETERS:
full time: $9.05
part time: NA

JOBS SECURED BY COMPLETERS: outside machinist, molder, heavy metal fabricator, rigger, sheet metal worker, pipefitter, mold loftsman, welder, electrician, electrician (maintenance), painter-decorator, patternmaker, insulation worker, joiner, machinist, millwright, forger and heat treater, shipfitter

PERCENT OF COMPLETERS WHO PURSUE ADDITIONAL EDUCATION AND/OR TRAINING: 40%

ADVISORY COMMITTEE: yes

NUMBER OF ADVISORY COMMITTEE MEETINGS: 1 per year

OCCUPATIONS OF ADVISORY COMMITTEE MEMBERS: corporate president, senior vice president of corporate relations, vice president of operations, manager of trades, director of training and development

NATURE OF ADVISORY ASSISTANCE: curriculum recommendations, labor market information, identify job/skill trends

PROGRAM PROFILE

PROGRAM: Career Skill Centers

TYPE: Career preparation and skill development

LOCATION: Middle West and Northeast, urban centers, career centers within two public high school systems

DESCRIPTION: Two data collection sites are public high school systems that provide separate facilities to which city high schools act as "feeder schools." These career centers provide intensive training for part of the school day as preparation for specific career fields that students may wish to enter. Among the occupational fields are cosmetology, food preparation, health care, performing arts, electrical work, carpentry and construction, laboratory technician work, and auto mechanics. Students receive all of their training at the career centers, which provide them with certificates of program completion and skill acquisition.

PURPOSE: The purpose of the career centers is to provide a variety of job preparation programs that will help youth develop skills and work habits that will enable them to obtain entry-level jobs in a chosen occupational area.

	Site 1 (18 schools)	Site 2 (1 school)
SCHOOL AFFILIATION:	comprehensive high schools	comprehensive high schools
TOTAL NUMBER ENROLLED IN SCHOOL:	20,000	40,000
TOTAL NUMBER ENROLLED IN ANY VOCATIONAL PROGRAM:	6,800	1,099
TOTAL NUMBER ENROLLED IN THIS PROGRAM:	2,400	200
NUMBER OF ADMINISTRATIVE UNITS FOR THIS PROGRAM:	4	1
TOTAL NUMBER INCLUDED IN THIS SAMPLE:	52	18
TOTAL CREDITS REQUIRED FOR GRADUATION:	17	12
TOTAL CREDITS GIVEN FOR PROGRAM PARTICIPATION:	3.5	1
TYPE OF CREDITS GIVEN FOR PROGRAM PARTICIPATION:	vocational, elective	vocational, elective
MAXIMUM NUMBER OF MONTHS FOR ENROLLMENT:	18	20
AVERAGE NUMBER OF MONTHS COMPLETED:	18	20
TOTAL NUMBER OF PROGRAM STAFF:	112	10
NUMBER OF STAFF AT WORKSITES:	NA	NA
NUMBER OF MONTHS BETWEEN 9/1/81 AND 5/31/82 TYPICAL ENROLLEE SPENT IN PROGRAM:	9	10
NUMBER OF IN-SCHOOL PROGRAM HOURS PER WEEK:	10	8
NUMBER OF WORKSITE PROGRAM HOURS PER WEEK:	NA	NA
EMPHASIS ON IN-SCHOOL INSTRUCTION:	70% job skills 5% occ info 5% job search 10% work attit 10% work habit	60% 15% 5% 5% 15%
NUMBER OF CONTACT HOURS SPENT BY PROGRAM STAFF AT WORKSITE:	NA	NA

	Site 1	Site 2
NUMBER OF WORKSITE PLACEMENTS PER PARTICIPANT:	NA	NA
NUMBER OF PROGRAM COMPLETERS ASSISTED IN JOB PLACEMENT:	50%	30%
PERCENT OF COMPLETERS SECURING FULL-TIME JOBS:	60%	30%
AVERAGE HOURLY WAGE RATE SECURED BY COMPLETERS:	$4.25 full time $3.35 part time	$4.50 $3.50
JOBS SECURED BY COMPLETERS:	cosmetologist, lab technician, construction worker, cook, nursing aid, model, machanic	
PERCENT OF COMPLETERS WHO PURSUE ADDITIONAL EDUCATION AND/OR TRAINING:	5%	10%
ADVISORY COMMITTEE:	yes	yes
NUMBER OF ADVISORY COMMITTEE MEETINGS:	4 per year	2 per year
OCCUPATIONS OF ADVISORY COMMITTEE MEMBERS:	tradesperson, educator, personnel director	
NATURE OF ADVISORY ASSISTANCE:	identifying job skills, evaluating program, curriculum recommendations, labor market information, identify job/skill trends, facility/equipment needs	

PROGRAM PROFILE

PROGRAM: Comprehensive Employment and Training Act: Youth Employment and Training Program

TYPE: School-based, CETA-funded employment and training

LOCATION: Middle Atlantic states, urban center

DESCRIPTION: This alternative education program is for youth who have dropped out of school or are potential dropouts. The program is cosponsored by the mayor's Office of Manpower Resources (the contractor) and the city public schools (the subcontractor). The primary responsibility for administration and operations belongs to the city public schools. Although the success of the program ultimately rests with the city public schools, because of the unique mixture of educational and employment features of the program, the mayor's Office of Manpower Resources works closely with the city public schools, especially in the planning and employment areas.

To be in this vocational program the participant must be reading at least at the sixth grade level as measured by the California Achievement Test. Clients are grouped in academic tracts. These academic tracts are remediation, (those focusing on functional proficiencies) academic, (those enrolled in a one-year credit diploma tract), and GED which is also a maximum of one year in duration. Remediation clients who succeed in improving their reading skill levels to the 8th grade reading level within a two trimester period may transfer to the GED tract in which they would be allowed to participate for an additional three trimesters. Work experience is provided in public and private non-profit settings. These settings are catagorized in two ways. "Scattered sites" are worksites in which the host agency provides direct supervision of the work experience activity. "Projects" are sites in which MOMR provides supervisory staff to instruct and supervise the youth in their work experience. The youth alternate back and forth between the classroom and the workplace every two weeks throughout the course of the school year, with the expectation that the youth will obtain a high school diploma or a high school equivalency. Youth are then moved to a postsecondary school, to a training program such as in licensed practical nursing, or into unsubsidized employment. By having already had the experience of working in a particular local hospital or medical institution, perhaps for as long as two years, the chances are quite good that the youth will be picked up by that institution for permanent, unsubsidized employment.

PURPOSE: The program offers assistance to those in need of employability services and most able to benefit from them. It assists clients in developing skills necessary for self-reliance, particularly in relation to job search. It encourages employers to emphasize what the participants can become as a result of services and training offered and to deemphasize the past experiences of the participants. The educational goals for the participants are to obtain either a high school diploma, to pass the GED examination, or to improve their functional reading level, depending upon their designated curriculum. The placement goal is that all completers will obtain an unsubsidized placement or other positive termination (such as high school diploma, GED, return to school, transfer to other programs), or will meet grade level improvement through remediation.

SCHOOL AFFILIATION:	alternative secondary school
TOTAL NUMBER ENROLLED IN SCHOOL:	235 (juniors and seniors)
TOTAL NUMBER ENROLLED IN ANY VOCATIONAL PROGRAM:	235
TOTAL NUMBER ENROLLED IN THIS PROGRAM:	235
NUMBER OF ADMINISTRATIVE UNITS FOR THIS PROGRAM:	1
TOTAL NUMBER INCLUDED IN THIS SAMPLE:	58 (new entrants only)
TOTAL CREDITS GIVEN FOR PROGRAM PARTICIPATION:	20
MAXIMUM NUMBER OF MONTHS FOR ENROLLMENT:	15
AVERAGE NUMBER OF MONTHS COMPLETED:	12
TOTAL NUMBER OF PROGRAM STAFF:	12
NUMBER OF STAFF AT WORKSITES:	9
NUMBER OF MONTHS BETWEEN 9/1/81 AND 5/31/82 TYPICAL ENROLLEE SPENT IN PROGRAM:	6 (December entrants only)
NUMBER OF IN-SCHOOL PROGRAM HOURS PER WEEK:	30 (alternating every two weeks at worksite)
NUMBER OF WORKSITE PROGRAM HOURS PER WEEK:	30 (alternating every two weeks at school)
EMPHASIS ON IN-SCHOOL INSTRUCTION:	15% reading skills 20% writing skills 8% communication skills 15% mathematics skills 13% reasoning skills 4% occupational information 10% work adjustment skills 10% work attitudes 5% work habits
NUMBER OF CONTACT HOURS SPENT BY PROGRAM STAFF AT WORKSITE:	25
NATURE OF CONTACTS AT WORKSITE:	1% training in job search 1% information on job open 1% job placement 40% counseling participants 5% conferring with employers 12% records and reporting 35% followup of students 5% payroll

NUMBER OF WORKSITE PLACEMENTS PER PARTICIPANT:	2
NUMBER OF PROGRAM COMPLETERS ASSISTED IN JOB PLACEMENT:	220
PERCENT OF COMPLETERS SECURING FULL-TIME JOBS:	28% (within ninety days of program completion)
AVERAGE HOURLY WAGE RATE SECURED BY COMPLETERS:	full time: $3.35 part time: $3.35
JOBS SECURED BY COMPLETERS:	NA
PERCENT OF COMPLETERS WHO PURSUE ADDITIONAL EDUCATION AND/OR TRAINING:	12% (within ninety days of program completion)
ADVISORY COMMITTEE:	yes
NUMBER OF ADVISORY COMMITTEE MEETINGS:	1 per month
OCCUPATIONS OF ADVISORY COMMITTEE MEMBERS:	administrators of city agencies, community business representatives, union administrators, school administrators, CETA planning and operations managers
NATURE OF ADVISORY ASSISTANCE:	evaluating program, job placement, curriculum recommendations, providing community feedback on program planning, dissemination network, assisting in evaluative reviews

PROGRAM PROFILE

PROGRAM: Cooperative Office Education

TYPE: Cooperative vocational education

LOCATION: Middle West, urban center, public high schools

DESCRIPTION: The one-year Cooperative Office Education (COE) program provides students with an excellent opportunity to gain valuable supervised experience through cooperation between the schools and business. COE students frequently remain with the cooperating company after graduation, or students may continue advanced training at a four-year university or a two-year technical college. Students spend ninety minutes daily in the COE classroom-laboratory. Students may elect another course in business education. Most trainees attend school one-half day and work at a job station for the remainder of the day. Students receive a total of three and one-half credits for the COE program. Students must have an interest in pursuing an office career and they must have developed a skill acceptable for employment before entering grade twelve. Youth clubs are an integral part of the curriculum. They provide an opportunity to deal with leadership development, social understanding (human relations), and civic responsibilities. Through membership in the Office Education Association, students are able to participate in local, regional, state, and national competitive events and conventions.

PURPOSE: The program is planned for students who have developed their skills to a level that is acceptable for employment in a business office at the beginning of grade twelve. The purpose of this program is to provide an opportunity for on-the-job experience during the senior year.

SCHOOL AFFILIATION:	comprehensive high schools
TOTAL NUMBER ENROLLED IN SCHOOL:	6,800 (seniors only)
TOTAL NUMBER ENROLLED IN ANY VOCATIONAL PROGRAM:	3,400 (seniors only)
TOTAL NUMBER ENROLLED IN THIS PROGRAM:	300
NUMBER OF ADMINISTRATIVE UNITS FOR THIS PROGRAM:	18
TOTAL NUMBER INCLUDED IN THIS SAMPLE:	44
TOTAL CREDITS REQUIRED FOR GRADUATION:	17
TOTAL CREDITS GIVEN FOR PROGRAM PARTICIPATION:	3.5
TYPE OF CREDITS GIVEN FOR PROGRAM PARTICIPATION:	academic, vocational, or elective
MAXIMUM NUMBER OF MONTHS FOR ENROLLMENT:	9
AVERAGE NUMBER OF MONTHS COMPLETED:	9
TOTAL NUMBER OF PROGRAM STAFF:	18
NUMBER OF STAFF AT WORKSITES:	18
NUMBER OF MONTHS BETWEEN 9/1/81 AND 5/31/82 TYPICAL ENROLLEE SPENT IN PROGRAM:	9
NUMBER OF IN-SCHOOL PROGRAM HOURS PER WEEK:	7.5
NUMBER OF WORKSITE PROGRAM HOURS PER WEEK:	20 (average)
EMPHASIS ON IN-SCHOOL INSTRUCTION:	5% writing skills 10% communication skills 5% mathematics skills 20% job-specific skills 20% occupational information 5% career planning 5% job search skills 5% work adjustment skills 20% work attitudes 5% work habits
NUMBER OF CONTACT HOURS SPENT BY PROGRAM STAFF AT WORKSITE:	8

NATURE OF CONTACTS AT WORKSITE:	20% training in job search 10% information on job open 40% job placement 10% counseling participants 8% conferring with employers 10% records and reporting 2% followup of students
NUMBER OF WORKSITE PLACEMENTS PER PARTICIPANT:	20 (including within-company rotations)
NUMBER OF PROGRAM COMPLETERS ASSISTED IN JOB PLACEMENT:	15
PERCENT OF COMPLETERS SECURING FULL-TIME JOBS:	63% (most within the company)
AVERAGE HOURLY WAGE RATE SECURED BY COMPLETERS:	full time: $4.26 part time: $4.00
JOBS SECURED BY COMPLETERS:	mail clerk, general office clerk, clerk-typist, receptionist, bank teller, data processor, medical records clerk, secretary, CRT operator, encoder
PERCENT OF COMPLETERS WHO PURSUE ADDITIONAL EDUCATION AND/OR TRAINING:	21%
ADVISORY COMMITTEE:	yes
NUMBER OF ADVISORY COMMITTEE MEETINGS:	2 per year
OCCUPATIONS OF ADVISORY COMMITTEE MEMBERS:	employment manager, employment counselor, personnel director, company vice president, supervisor of employment relations
NATURE OF ADVISORY ASSISTANCE:	identifying job skills, evaluating program, job placement, labor market information, identify job/skill trends, facility/equipment needs

PROGRAM PROFILE

PROGRAM: Distributive Education

TYPE: Cooperative vocational education

LOCATION: Middle West, urban center, public high schools

DESCRIPTION: Students enrolled in this one-year Distributive Education (DE) program participate in on-the-job training at area retailers, wholesalers, and service-selling businesses. Upon graduation, students have the opportunity to seek full-time employment in a distributive occupation or may choose to continue their education at a technical or college level in business administration, marketing, or related fields. Specific job opportunities exist in the following areas: retail and wholesale buying, insurance, receiving and shipping, sales, display, advertising, and other levels of management and marketing. DE consists of ninety minutes of related classroom study in marketing and distribution and two periods of required courses. Students are dismissed early in the day to report to their training stations for on-the-job training. Some high schools offer one period of classroom study in marketing and distribution in the junior year. Students earn three and one-half credits for the DE program upon completion of their senior year. Some of the topics to be covered include: sales, advertising, human relations, consumerism, economics, communications, marketing, free enterprise, credit, management, mathematics, and merchandising. Students should be business-oriented, have an excellent attendance record, and be willing to be employed while learning. An integral part of the DE program is the Distributive Education Clubs of America (DECA), which is a local, state, and national organization for DE students. DECA is a co-curricular activity aimed at developing leadership, professional attitudes, better citizenship characteristics, and social growth of the individual.

PURPOSE: The program is designed for students considering a career in retailing, wholesaling, and service-selling businesses. The primary objective of the program is to prepare youth for full-time employment in the distributive occupations--selling, marketing, merchandising, and other occupations concerned with the flow of goods from the producer to the consumer.

SCHOOL AFFILIATION:	comprehensive high schools
TOTAL NUMBER ENROLLED IN SCHOOL:	6,800 (seniors only)
TOTAL NUMBER ENROLLED IN ANY VOCATIONAL PROGRAM:	3,400 (seniors only)
TOTAL NUMBER ENROLLED IN THIS PROGRAM:	349
NUMBER OF ADMINISTRATIVE UNITS FOR THIS PROGRAM:	18
TOTAL NUMBER INCLUDED IN THIS SAMPLE:	118
TOTAL CREDITS REQUIRED FOR GRADUATION:	17
TOTAL CREDITS GIVEN FOR PROGRAM PARTICIPATION:	3.5
TYPE OF CREDITS GIVEN FOR PROGRAM PARTICIPATION:	academic, vocational, or elective
MAXIMUM NUMBER OF MONTHS FOR ENROLLMENT:	9
AVERAGE NUMBER OF MONTHS COMPLETED:	9
TOTAL NUMBER OF PROGRAM STAFF:	18
NUMBER OF STAFF AT WORKSITES:	18
NUMBER OF MONTHS BETWEEN 9/1/81 AND 5/31/82 TYPICAL ENROLLEE SPENT IN PROGRAM:	9
NUMBER OF IN-SCHOOL PROGRAM HOURS PER WEEK:	7.5
NUMBER OF WORKSITE PROGRAM HOURS PER WEEK:	27 (average)
EMPHASIS OF IN-SCHOOL INSTRUCTION:	10% communication skills 5% mathematics skills 5% reasoning skills 20% job-specific skills 20% occupational information 5% career planning 5% job search skills 20% work attitudes 5% work habits
NUMBER OF CONTACT HOURS SPENT BY PROGRAM STAFF AT WORKSITE:	7
NATURE OF CONTACTS AT WORKSITE:	30% training in job search 10% information on job open 40% job placement 10% counseling participants 3% conferring with employers 5% records and reporting 2% followup of students

NUMBER OF WORKSITE PLACEMENTS PER PARTICIPANT:	26 (includes within-company rotations)
NUMBER OF PROGRAM COMPLETERS ASSISTED IN JOB PLACEMENT:	15
PERCENT OF COMPLETERS SECURING FULL-TIME JOBS:	68%
AVERAGE HOURLY WAGE RATE SECURED BY COMPLETERS:	full time: $4.30 part time: $3.95
JOBS SECURED BY COMPLETERS:	stock clerk, counter person, sales clerk, cashier, waiter, front desk clerk, management trainee, banquet salesperson, inventory controller
PERCENT OF COMPLETERS WHO PURSUE ADDITIONAL EDUCATION AND/OR TRAINING:	18%
ADVISORY COMMITTEE:	yes
NUMBER OF ADVISORY COMMITTEE MEETINGS:	2 per year
OCCUPATIONS OF ADVISORY COMMITTEE MEMBERS:	director of personnel, employment manager, employment counselor, company president, employment and corporate relations officer
NATURE OF ADVISORY ASSISTANCE:	identifying job skills, evaluating program, job placement, labor market information, identify job/skill trends, facility/equipment needs

PROGRAM PROFILE

PROGRAM: Experience-based Career Education: Model 1

TYPE: Community-based career exploration

LOCATION: Northeast, urban center, alternative high school program within a comprehensive high school

DESCRIPTION: This experience-based career education (EBCE) program is open to all students of an urban high school in grades nine through twelve. Of 4,000 students, approximately 250 participate in this program. The program was developed in cooperation with Research for Better Schools, the local school district, the Chamber of Commerce, and over 100 individuals representing community agencies, businesses, and labor unions. The program is organized around three instructional components: academic courses, career guidance, and career development. In combination with courses offered by the comprehensive high school, the program offers a curriculum that is responsive to the academic, personal, and vocational needs of students. The academic resource center is an individualized instructional system. The center focuses primarily on English and mathematics, providing multi-purpose work space for students to use as they develop skills suited to career goals and ability levels. The guidance component assists students in making the transition from traditional classes to the program and from the classroom to the community. The career development component provides students with realistic settings in which to learn about people and their work, to supplement in-school knowledge and skills, to obtain some experiences in career opportunities, and to test interests in different fields. This component consists of exploration and specialization one day a week in the community. Exploration is a career awareness activity in which group instruction is combined with individual learning projects conducted in the community. Specialization provides students opportunities for in-depth study of a work interest area by means of student-negotiated projects. "Experience-based" is not synonymous with "on-the-job training." Instead of learning about one job on one site, student rotate among as many as fifteen sites to learn about as many career possibilities as they can. While learning by doing, students learn how theory is applied in real life by studying traditional subject matter in new ways. Students are not paid for workplace experiences.

PURPOSE: EBCE is designed to help youth know themselves better by refining their interests, abilities, and values in order to develop realistic and obtainable career and life goals; learn that basic skills in communications and mathematics are essential and relevant for accomplishing their career and personal goals; gain a broad understanding of the world of work--its relevancies, rewards, and shortcomings--by learning what they can expect from it and what it will require of them; build decision-making skills needed to put what they have learned together with what they want to be; and discover that the adult world is not simply an "establishment" but is made up of many different people with their own goals, values, and personal characteristics.

SCHOOL AFFILIATION: comprehensive high school

TOTAL NUMBER ENROLLED IN SCHOOL: 4,000

TOTAL NUMBER ENROLLED IN ANY VOCATIONAL PROGRAM: 1,099 (juniors and seniors)

TOTAL NUMBER ENROLLED IN THIS PROGRAM: 250

NUMBER OF ADMINISTRATIVE UNITS FOR THIS PROGRAM: 1

TOTAL NUMBER INCLUDED IN THIS SAMPLE: 113

TOTAL CREDITS REQUIRED FOR GRADUATION: 12

TOTAL CREDITS GIVEN FOR PROGRAM PARTICIPATION: 1

TYPE OF CREDITS GIVEN FOR PROGRAM PARTICIPATION: academic, elective

MAXIMUM NUMBER OF MONTHS FOR ENROLLMENT: 40

AVERAGE NUMBER OF MONTHS COMPLETED: 20

TOTAL NUMBER OF PROGRAM STAFF: 14

NUMBER OF STAFF AT WORKSITES: 12

NUMBER OF MONTHS BETWEEN 9/1/81 AND 5/31/82 TYPICAL ENROLLEE SPENT IN PROGRAM: 7 (school year began 11/81)

NUMBER OF IN-SCHOOL PROGRAM HOURS PER WEEK: 30

NUMBER OF WORKSITE PROGRAM HOURS PER WEEK: 6 (without pay)

EMPHASIS ON IN-SCHOOL INSTRUCTION:
10% reading skills
10% writing skills
5% communication skills
20% mathematics skills
5% reasoning skills
10% job-specific skills
5% transferable job skills
10% occupational information
5% career planning
5% job search skills
5% work adjustment skills
5% work attitudes
5% work habits

NUMBER OF CONTACT HOURS SPENT BY PROGRAM STAFF AT WORKSITE: 20-25

NATURE OF CONTACTS AT WORKSITE:	15% training in job search 15% information on job open 15% job placement 30% counseling participants 20% conferring with employers 5% records and reporting
NUMBER OF WORKSITE PLACEMENTS PER PARTICIPANT:	8
NUMBER OF PROGRAM COMPLETERS ASSISTED IN JOB PLACEMENT:	11
PERCENT OF COMPLETERS SECURING FULL-TIME JOBS:	10
AVERAGE HOURLY WAGE RATE SECURED BY COMPLETERS:	full time: $3.50 part time: $3.35
JOBS SECURED BY COMPLETERS:	nursing aide, ambulance driver, cook, secretary, typist, food service worker, clerk, computer technician worker, warehouse and distribution worker
PERCENT OF COMPLETERS WHO PURSUE ADDITIONAL EDUCATION AND/OR TRAINING:	50%
ADVISORY COMMITTEE:	yes
NUMBER OF ADVISORY COMMITTEE MEETINGS:	4 per year
OCCUPATIONS OF ADVISORY COMMITTEE MEMBERS:	volunteer services administrator, educator, insurance executive, banking executive, public utility executive, radio station executive, Chamber of Commerce representatives
NATURE OF ADVISORY ASSISTANCE:	identifying job skills, evaluating program, curriculum recommendations, labor market information, identifying job/skill trends, facility/equipment needs

PROGRAM PROFILE

PROGRAM: Experience-based Career Education: Model 2

TYPE: Community-based career exploration

LOCATION: Eastern Central states, urban center, public high schools

DESCRIPTION: This experience-based career education (EBCE) program is based on the Appalachian Education Laboratory's EBCE model. Students' involvement in this program is for at least three consecutive hours a school day of nonpaid workplace experiences. The remaining hours may be scheduled for other classes or additional time in EBCE. This program permits students to learn subject matter normally studied in the classroom through practical application of academic disciplines in the work world. Students learn about themselves, potential careers, and how to make informed career decisions. They earn academic credit by carrying out different types of educational activities within the school and community. For example, students interested in becoming journalists might be placed at a newspaper; the students would complete learning activities to fulfill English credit requirements. Community sites are analyzed for their potential as learning resources. Selected persons in each site are chosen to work with students. Learning experiences in the community are then carefully planned, supervised, and evaluated. Community members are essential partners in EBCE learning. Working adults in different occupations help students learn by guiding them in the completion of learning activities, sharing knowledge about their careers, and allowing them opportunities to gain on-the-job experience. EBCE has been developed and tested for a cross section of high school students. These students are preparing to go on to college, postsecondary training, or to enter the work force. To qualify for the program, a student must be a junior or senior and must enroll in EBCE at least three consecutive hours a day. Students may enroll in the program for all or part of the school year. The amount of academic credits students receive is negotiated between students and staff. Community resource persons have input into the evaluation of student performance, and letter grades are given to indicate the measure of success. When students complete the requirements, they are eligible for a standard high school diploma.

PURPOSE: EBCE is designed to help youth know themselves better by refining their interests, abilities, and values in order to develop realistic and obtainable career and life goals; learn that basic skills in communications and mathematics are essential and relevant for accomplishing their career and personal goals; gain a broad understanding of the world of work--its relevancies, rewards, and shortcomings--by learning what they can expect from it and what it will require of them; build decision-making skills needed to put what they have learned together with what they want to be; and discover that the adult world is not simply an "establishment" but is made up of many different people with their own goals, values, and personal characteristics.

SCHOOL AFFILIATION: comprehensive high schools

TOTAL NUMBER ENROLLED IN SCHOOL: NA

TOTAL NUMBER ENROLLED IN ANY VOCATIONAL PROGRAM: NA

TOTAL NUMBER ENROLLED IN THIS PROGRAM: 72 (17 juniors; 55 seniors)

NUMBER OF ADMINISTRATIVE UNITS FOR THIS PROGRAM: 2 (1 full time, 2 half time; job sharing)

TOTAL NUMBER INCLUDED IN THIS SAMPLE: 27

TOTAL CREDITS REQUIRED FOR GRADUATION: 18

TOTAL CREDITS GIVEN FOR PROGRAM PARTICIPATION: 12 maximum (6 each year)

TYPE OF CREDITS GIVEN FOR PROGRAM PARTICIPATION: academic, career, or elective

MAXIMUM NUMBER OF MONTHS FOR ENROLLMENT: 18

AVERAGE NUMBER OF MONTHS COMPLETED: 6

TOTAL NUMBER OF PROGRAM STAFF: 5 (4 full time, 2 half time; job sharing)

NUMBER OF STAFF AT WORKSITES: 0

NUMBER OF MONTHS BETWEEN 9/1/81 AND 5/31/82 TYPICAL ENROLLEE SPENT IN PROGRAM: 6

NUMBER OF IN-SCHOOL PROGRAM HOURS PER WEEK: 20 (average)

NUMBER OF WORKSITE PROGRAM HOURS PER WEEK: 12 (average)

EMPHASIS ON IN-SCHOOL INSTRUCTION:
10% reading skills
10% writing skills
12% communication skills
5% mathematics skills
13% reasoning skills
3% job-specific skills
5% transferable job skills
10% occupational information
10% career planning
5% job search skills
2% work adjustment skills
8% work attitudes
7% work habits

NUMBER OF CONTACT HOURS SPENT BY PROGRAM STAFF AT WORKSITE: 9

NATURE OF CONTACTS AT WORKSITE:
50% workplace assignments
20% counseling participants
20% conferring with employers
10% records and reporting

NUMBER OF WORKSITE PLACEMENTS PER PARTICIPANT: 22

NUMBER OF PROGRAM COMPLETERS ASSISTED IN JOB PLACEMENT: 0

PERCENT OF COMPLETERS SECURING FULL-TIME JOBS: 37.5%

AVERAGE HOURLY WAGE RATE SECURED BY COMPLETERS:
full time: $5.00
part time: $3.50

JOBS SECURED BY COMPLETERS: NA

PERCENT OF COMPLETERS WHO PURSUE ADDITIONAL EDUCATION AND/OR TRAINING: 49.5%

ADVISORY COMMITTEE: no

PROGRAM PROFILE

PROGRAM: Experience-based Career Education: Model 3

TYPE: Community-based career exploration

LOCATION: Southern states, major urban center, public high school

DESCRIPTION: This experience-based career education (EBCE) program is based on the Far West EBCE model. Students in the junior and senior years of an alternative high school can be participants of this program. They spend approximately half of their time in school and half of their time in various community settings. Students plan and carry out their learning through individual projects using resource people in the community as their primary source of information. Students are allowed to pursue their particular needs and interests according to learning styles best suited to their purpose and capabilities. They become planners, decision makers, and self-evaluators. While in the community, students gain hands-on experiences with actual job tasks in many different occupations as a way of assessing a variety of jobs for themselves. At the same time, they explore important new dimensions about themselves so that they can make informed career decisions. EBCE blends students' graduation and basic skills needs with their academic and career interests to build individualized plans. Through projects, tutorials, workshops, and supplementary learning situations, students engage in community-based activities in academics, career development, basic skills, and life skills. Learning coordinators of the EBCE staff promote inquiry and self-initiative by providing students with guidance and assistance in preparing and fulfilling student academic and career goals. The learning coordinator coordinates the total learning program and monitors progress in the community and at school.

PURPOSE: EBCE is designed to help youth know themselves better by refining their interests, abilities, and values in order to develop realistic and obtainable career and life goals; learn that basic skills in communications and mathematics are essential and relevant for accomplishing their career and personal goals; gain a broad understanding of the world of work--its relevancies, rewards, and shortcomings--by learning what they can expect from it and what it will require of them; build decision-making skills needed to put what they have learned together with what they want to be; and discover that the adult world is not simply an "establishment" but is made up of many different people with their own goals, values, and personal characteristics.

SCHOOL AFFILIATION:	alternative high school
TOTAL NUMBER ENROLLED IN SCHOOL:	150
TOTAL NUMBER ENROLLED IN ANY VOCATIONAL PROGRAM:	NA
TOTAL NUMBER ENROLLED IN THIS PROGRAM:	57 (31 juniors; 26 seniors)
NUMBER OF ADMINISTRATIVE UNITS FOR THIS PROGRAM:	1
TOTAL NUMBER INCLUDED IN THIS SAMPLE:	25
TOTAL CREDITS REQUIRED FOR GRADUATION:	22
TOTAL CREDITS GIVEN FOR PROGRAM PARTICIPATION:	4
TYPE OF CREDITS GIVEN FOR PROGRAM PARTICIPATION:	elective
MAXIMUM NUMBER OF MONTHS FOR ENROLLMENT:	18 (junior and senior years)
AVERAGE NUMBER OF MONTHS COMPLETED:	18
TOTAL NUMBER OF PROGRAM STAFF:	3
NUMBER OF STAFF AT WORKSITES:	3
NUMBER OF MONTHS BETWEEN 9/1/81 AND 5/31/82 TYPICAL ENROLLEE SPENT IN PROGRAM:	9
NUMBER OF IN-SCHOOL PROGRAM HOURS PER WEEK:	10
NUMBER OF WORKSITE PROGRAM HOURS PER WEEK:	
EMPHASIS ON IN-SCHOOL INSTRUCTION:	20% reading skills 20% writing skills 10% communication skills 20% mathematics skills 10% reasoning skills 5% occupational information 5% career planning 2% job-search skills 2% work adjustment skills 2% work attitudes 2% work habits 2% other
NUMBER OF CONTACT HOURS SPENT BY PROGRAM STAFF AT WORKSITE:	8-10

NATURE OF CONTACTS AT WORKSITE:	5% training in job search 5% information on job open 5% job placement 40% counseling participants 40% conferring with employers 5% records and reporting
NUMBER OF WORKSITE PLACEMENTS PER PARTICIPANT:	4
NUMBER OF PROGRAM COMPLETERS ASSISTED IN JOB PLACEMENT:	None
PERCENT OF COMPLETERS SECURING FULL-TIME JOBS:	30%
AVERAGE HOURLY WAGE RATE SECURED BY COMPLETERS:	full time: $4.75 part time: $3.25
JOBS SECURED BY COMPLETERS:	NA
PERCENT OF COMPLETERS WHO PURSUE ADDITIONAL EDUCATION AND/OR TRAINING:	70%
ADVISORY COMMITTEE:	No

PROGRAM PROFILE

PROGRAM: Intensive Office Education

TYPE: In-school vocational education

LOCATION: Middle West, urban center, public high schools

DESCRIPTION: The Intensive Office Education program, a two-year program, is designed to provide skills acceptable for employment in a business office upon graduation. This program is intended primarily for students without office training and consists of in-school training during the entire junior year and the first semester of the senior year. During the last semester of the senior year, participants are placed at the worksite for on-the-job training. Students must have an interest in pursuing an office career and they must have developed a skill acceptable for employment by the end of the first semester of the senior year.

PURPOSE: The purpose of the program is to provide an intensive curriculum of in-school office training and one semester of on-the-job training to prepare students with skills for successful employment in a wide variety of business office positions.

SCHOOL AFFILIATION:	comprehensive high schools
TOTAL NUMBER ENROLLED IN SCHOOL:	11,800 (juniors and seniors)
TOTAL NUMBER ENROLLED IN ANY VOCATIONAL PROGRAM:	5,900
TOTAL NUMBER ENROLLED IN THIS PROGRAM:	720 (juniors and seniors)
NUMBER OF ADMINISTRATIVE UNITS FOR THIS PROGRAM:	15 schools; 47 classes
TOTAL NUMBER INCLUDED IN THIS SAMPLE:	20
TOTAL CREDITS REQUIRED FOR GRADUATION:	17
TOTAL CREDITS GIVEN FOR PROGRAM PARTICIPATION:	3 (junior year); 4 (senior year)
TYPE OF CREDITS GIVEN FOR PROGRAM PARTICIPATION:	vocational or elective
MAXIMUM NUMBER OF MONTHS FOR ENROLLMENT:	18 (two school years)
AVERAGE NUMBER OF MONTHS COMPLETED:	18
TOTAL NUMBER OF PROGRAM STAFF:	47
NUMBER OF STAFF AT WORKSITES:	10
NUMBER OF MONTHS BETWEEN 9/1/81 AND 5/31/82 TYPICAL ENROLLEE SPENT IN PROGRAM:	9
NUMBER OF IN-SCHOOL PROGRAM HOURS PER WEEK:	15
NUMBER OF WORKSITE PROGRAM HOURS PER WEEK:	10 (last semester of senior year)
EMPHASIS ON IN-SCHOOL INSTRUCTION:	10% reading skills 15% writing skills 15% communication skills 5% mathematics skills 5% reasoning skills 20% job-specific skills 10% occupational information 5% career planning 5% job search skills 10% work attitudes
NUMBER OF CONTACT HOURS SPENT BY PROGRAM STAFF AT WORKSITE:	10 (last semester of senior year)

NATURE OF CONTACTS AT WORKSITE:	50% training in job search 10% information on job open 10% job placement 20% counseling participants 5% records and reporting 5% followup of students
NUMBER OF WORKSITE PLACEMENTS PER PARTICIPANT:	8 (including within-company rotations)
NUMBER OF PROGRAM COMPLETERS ASSISTED IN JOB PLACEMENT:	8
PERCENT OF COMPLETERS SECURING FULL-TIME JOBS:	54%
AVERAGE HOURLY WAGE RATE SECURED BY COMPLETERS:	full time $4.23 part time $3.95
JOBS SECURED BY COMPLETERS:	clerk typist, stenographer, receptionist, file clerk, word processor, mail clerk, bank teller, encoder, proofreader, general office worker
PERCENT OF COMPLETERS WHO PURSUE ADDITIONAL EDUCATION AND/OR TRAINING:	22%
ADVISORY COMMITTEE:	yes
NUMBER OF ADVISORY COMMITTEE MEETINGS:	2 per year
OCCUPATIONS OF ADVISORY COMMITTEE MEMBERS:	personnel director, company president, company vice president, personnel officer
NATURE OF ADVISORY ASSISTANCE:	identifying job skills, job placement, labor market information, identifying job/skill trends, facility/equipment needs

PROGRAM PROFILE

PROGRAM: Work Experience Program

TYPE: Work/Study

LOCATION: Middle West, urban center, public high schools

DESCRIPTION: This program is designed to permit students to pursue employment in trade and industrial occupations during the school day and to pursue academic courses required for graduation. Students attend classes during the mornings and are released for the remainder of the day for work experience. In addition to enrollment in a general high school curriculum, students receive employability development instruction and job placement services from the work experience coordinator.

PURPOSE: The purpose of this program is to provide paid work experience and to ensure the completion of courses leading to a high school diploma.

SCHOOL AFFILIATION:	comprehensive high schools
TOTAL NUMBER ENROLLED IN SCHOOL:	22,000
TOTAL NUMBER ENROLLED IN ANY VOCATIONAL PROGRAM:	5,500
TOTAL NUMBER ENROLLED IN THIS PROGRAM:	679
NUMBER OF ADMINISTRATIVE UNITS FOR THIS PROGRAM:	30
TOTAL NUMBER INCLUDED IN THIS SAMPLE:	18
TOTAL CREDITS REQUIRED FOR GRADUATION:	17
TOTAL CREDITS GIVEN FOR PROGRAM PARTICIPATION:	7
TYPE OF CREDITS GIVEN FOR PROGRAM PARTICIPATION:	vocational
MAXIMUM NUMBER OF MONTHS FOR ENROLLMENT:	27 (three school years)
AVERAGE NUMBER OF MONTHS COMPLETED:	27
TOTAL NUMBER OF PROGRAM STAFF:	30
NUMBER OF STAFF AT WORKSITES:	30
NUMBER OF MONTHS BETWEEN 9/1/81 AND 5/31/82 TYPICAL ENROLLEE SPENT IN PROGRAM:	9
NUMBER OF IN-SCHOOL PROGRAM HOURS PER WEEK:	20
NUMBER OF WORKSITE PROGRAM HOURS PER WEEK:	20 (average)
EMPHASIS ON IN-SCHOOL INSTRUCTION:	10% communication skills 20% occupational information 10% job-search skills 20% work adjustment skills 20% work attitudes 20% work habits
NUMBER OF CONTACT HOURS SPENT BY PROGRAM STAFF AT WORKSITE:	8 per week
NATURE OF CONTACTS AT WORKSITE:	10% job placement 40% counseling participants 30% conferring with employers 10% records and reporting 10% followup of students

NUMBER OF WORKSITE PLACEMENTS PER PARTICIPANT:	2
NUMBER OF PROGRAM COMPLETERS ASSISTED IN JOB PLACEMENT:	35
PERCENT OF COMPLETERS SECURING FULL-TIME JOBS:	400
AVERAGE HOURLY WAGE RATE SECURED BY COMPLETERS:	full time: $4.00 part time: $3.35
JOBS SECURED BY COMPLETERS:	operator, stock clerk, setup worker, construction worker, repairer, maintenance worker
PERCENT OF COMPLETERS WHO PURSUE ADDITIONAL EDUCATION AND/OR TRAINING:	5%
ADVISORY COMMITTEE:	no

APPENDIX B

INSTRUMENTS

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

81B0301

STUDENT SURVEY

EMPLOYABILITY FACTORS STUDY

**The National Center for Research in
Vocational Education
The Ohio State University
Columbus, Ohio 43210**

PROTOCOL NO. 81B0301

THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO
CONSENT FOR PARTICIPATION IN SOCIAL AND BEHAVIORAL RESEARCH

Your participation in this survey is completely voluntary. Whether you choose to participate or not will not affect your grade and/or future participation in this program. If you choose to participate, your answers will be kept strictly confidential and will be seen only by the research staff. Results of the study will be made public only in summary or statistical form so that individuals who participate cannot be identified.

Dr. Richard J. Miguel
Project Director
Employability Factors Study

I consent to participating in a study entitled Employability Factors Study. The purpose and benefits of the study and procedures to be followed have been explained to me.

I acknowledge that I have had the opportunity to ask for additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that I am free to withdraw consent at any time and to discontinue participation in the study without prejudice to me. The information obtained from me will remain confidential and anonymous, and my individual responses will be seen only by the research staff.

Finally, I acknowledge that I have read and fully understand the consent form. I have signed it freely and voluntarily and understand a copy is available upon request.

Date: ______________________ Signed: ______________________________
(Participant)

RESPONDENT IDENTIFICATION

Student's Name: ______________________________

Name of Program: ______________________________

Location of Program: ______________________ If not in program, check this box ☐

Does participant receive training, counseling, or other employability development services from program staff? ( ) Yes ( ) No

If yes, indicate staff names and titles: ______________________________

____

____

Does the student have a job (paid employment) or an EBCE placement? ( ) Yes ( ) No

If yes, complete the following about the worksite supervisor:

Supervisor's Name: ______________________________

Supervisor's Title: ______________________________

Name of Business: ______________________________

Business Address: ______________________________

____

____

Business Telephone: (   ) ______________________________

Date of Survey: ________ Time: ________

Location of Survey: ( ) School ( ) Worksite ( ) Program's Location

Name of Survey Examiner: ______________________________

Note: We need this information to code data by program, business type, and relationship of program participant to supervisor. Once this is done, this page will be separated from your answers to ensure anonymity. *Your responses will not be used for analysis or publication. All respondents' answers will be strictly confidential.*

PART IA: COMPETENCIES NEEDED TO GET A JOB

DIRECTIONS: The following items are different things that employers could learn about persons applying for jobs. Rate the item to show how it would influence employers' hiring decisions. Think about the kinds of jobs you might apply for and use the following scale. (CIRCLE ONLY ONE FOR EACH ITEM)

WHEN EMPLOYERS LEARN ANY OF THE FOLLOWING THINGS ABOUT A PERSON APPLYING FOR A JOB, THEIR DECISION TO HIRE WILL BE INFLUENCED. . .

+3 very positively
+2 positively
+1 somewhat positively
0 not at all
-1 somewhat negatively
-2 negatively
-3 would not hire
NA not applicable

BASED ON THE KINDS OF JOBS YOU MIGHT APPLY FOR, HOW WOULD EMPLOYERS BE INFLUENCED TO HIRE SOMEONE WHO. . .

		very positively	positively	somewhat positively	not at all	somewhat negatively	negatively	would not hire	
1.	Looked clean and neat at the interview?	+3	+2	+1	0	-1	-2	-3	NA
2.	Gave false information on job application?	+3	+2	+1	0	-1	-2	-3	NA
3.	Asked many questions about the job or the company during the interview?	+3	+2	+1	0	-1	-2	-3	NA
4.	Understood that a beginner sometimes does boring and low-level work tasks?	+3	+2	+1	0	-1	-2	-3	NA
5.	Couldn't read a newspaper?	+3	+2	+1	0	-1	-2	-3	NA
6.	Got confused when asked a simple question?	+3	+2	+1	0	-1	-2	-3	NA
7.	Used poor grammar when speaking?	+3	+2	+1	0	-1	-2	-3	NA
8.	Filled out a job application in a neat and correct manner?	+3	+2	+1	0	-1	-2	-3	NA
9.	Called employer after interview to show interest in getting the job?	+3	+2	+1	0	-1	-2	-3	NA
10.	Was late for interview appointment?	+3	+2	+1	0	-1	-2	-3	NA
11.	Attached a complete job resume to application?	+3	+2	+1	0	-1	-2	-3	NA
12.	Asked for 25 cents an hour more than the job normally pays?	+3	+2	+1	0	-1	-2	-3	NA
13.	Got A's and B's in all math courses?	+3	+2	+1	0	-1	-2	-3	NA
14.	Had not completed high school?	+3	+2	+1	0	-1	-2	-3	NA
15.	Had never worked before?	+3	+2	+1	0	-1	-2	-3	NA
16.	Had 3 jobs in last 6 months?	+3	+2	+1	0	-1	-2	-3	NA

BASED ON THE KINDS OF JOBS YOU MIGHT APPLY FOR, HOW WOULD EMPLOYERS BE INFLUENCED TO HIRE SOMEONE WHO. . .

		very positively	positively	somewhat positively	not at all	somewhat negatively	negatively	would not hire	
17.	Had just completed a CETA job?	+3	+2	+1	0	−1	-2	-3	NA
18.	Had a previous employer who would rehire him or her?	+3	+2	+1	0	−1	-2	-3	NA
19.	Was convicted for possession of marijuana?	+3	+2	+1	0	−1	-2	-3	NA
20.	Had only done jobs like lawnmowing, babysitting, and delivering newspapers?	+3	+2	+1	0	−1	-2	-3	NA
21.	Was absent 12 different times in his/her last school year?	+3	+2	+1	0	−1	-2	-3	NA
22.	Had taken vocational education curriculum in high school?	+3	+2	+1	0	−1	-2	-3	NA
23.	Had training in the job skills needed for this job but no experience?	+3	+2	+1	0	−1	-2	-3	NA
24.	Was 15% less productive than other workers in his/her last job because he/she wasn't trying?	+3	+2	+1	0	−1	-2	-3	NA
25.	Was late for work 3 times last year?	+3	+2	+1	0	−1	-2	-3	NA
26.	Was absent from work 12 different times last year?	+3	+2	+1	0	−1	-2	-3	NA
27.	Was 15% less productive than other workers in last job even though he/she was trying?	+3	+2	+1	0	−1	-2	-3	NA

PART IB: COMPETENCIES NEEDED TO KEEP A JOB

DIRECTIONS: The following items are problems that could cause employees to lose their jobs during the first few months of employment. We would like to know what your present or most recent supervisor would do the first time any one of these problems occurred. Circle one answer to show most closely what your supervisor would do for each problem. IF YOU HAVE NEVER WORKED, make a best guess at what a supervisor would do. (CIRCLE ONLY ONE FOR EACH ITEM)

WHEN AN EMPLOYEE DOES ANY OF THE FOLLOWING THINGS ON THE JOB FOR THE **FIRST** TIME, THE SUPERVISOR WILL. . .

a **ignore** the problem even if it persists
b **discuss** the problem only **if** it **persists**
c **discuss** the problem **immediately**
d give a verbal or written **warning** of disciplinary action
e **suspend** employee
f **fire immediately**
NA not applicable

BASED ON YOUR EXPERIENCES, WHAT WILL YOUR SUPERVISOR DO THE FIRST TIME AN EMPLOYEE. . .	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
1. Wears flashy or sexy clothes to work?	a	b	c	d	e	f	NA
2. Comes to work dirty and sloppy?	a	b	c	d	e	f	NA
3. Shows up for work drunk or stoned?	a	b	c	d	e	f	NA
4. Acts angry or sulks when criticized?	a	b	c	d	e	f	NA
5. Gripes about working conditions like short coffee breaks or working unpopular shifts?	a	b	c	d	e	f	NA
6. Gets into an argument with coworkers?	a	b	c	d	e	f	NA
7. Puts more hours on time sheet than actually worked?	a	b	c	d	e	f	NA
8. Refuses to do a job because it is undesirable or "beneath his/her dignity?"	a	b	c	d	e	f	NA
9. Can't read written directions to complete a job?	a	b	c	d	e	f	NA
10. Doesn't write telephone messages or memos that are easy to understand?	a	b	c	d	e	f	NA
11. Makes many mistakes in spelling, grammar, and punctuation?	a	b	c	d	e	f	NA
12. Speaks so poorly that coworkers can't understand what is being said?	a	b	c	d	e	f	NA
13. Makes many mistakes adding, subtracting, multiplying, or dividing numbers?	a	b	c	d	e	f	NA
14. Tries but takes twice as long as other workers to learn a new job?	a	b	c	d	e	f	NA

BASED ON YOUR EXPERIENCE, WHAT WILL YOUR SUPERVISOR DO THE FIRST TIME AN EMPLOYEE. . .

		Ignore	Discuss if possible	Discuss immediately	Warning	Suspend	Fire immediately	
15.	Tries but is 15% less productive than other workers with the same training?	a	b	c	d	e	f	NA
16.	Doesn't try and is 15% less productive than other workers with the same training?	a	b	c	d	e	f	NA
17.	Seems not to be trying but is no less productive than other workers?	a	b	c	d	e	f	NA
18.	Takes an extra hour of break time but finishes assigned work anyway?	a	b	c	d	e	f	NA
19.	Misses 2 different days of work the first month?	a	b	c	d	e	f	NA
20.	Doesn't call in when sick?	a	b	c	d	e	f	NA
21.	Is 20 minutes late to work and has no good excuse?	a	b	c	d	e	f	NA
22.	Causes $100 of damage to a piece of equipment?	a	b	c	d	e	f	NA
23.	Spends 15 minutes making personal telephone calls during one work day?	a	b	c	d	e	f	NA
24.	Needs twice as much supervision as others?	a	b	c	d	e	f	NA
25.	Finishes work assigned but does not report back to superior for more work?	a	b	c	d	e	f	NA

INTRODUCTION FOR PARTS IC–E

Sections C, D, and E deal with activities which you may feel are confidential. Therefore, no one will see your answers but you and the research staff at The Ohio State University. The questionnaire is to be placed in the envelope you were given and sealed before you give it back. This way your answers are strictly confidential. We hope that you will answer all of these questions. However, if you find a question which you cannot answer honestly, we would prefer that you leave it blank.

PART IC: COMPETENCIES USED TO GET A JOB

Have you ever applied for a job?

( ) Yes (COMPLETE PART C) ( ) No (SKIP TO PART D)

DIRECTIONS: THE FOLLOWING ITEMS ARE ABOUT GETTING JOBS. MARK EACH ONE FROM 1 TO 5 TO SHOW THE EXTENT TO WHICH YOU DID THESE THINGS THE LAST TIME YOU APPLIED FOR A JOB. USE THE FOLLOWING SCALE:

1	did not do it
2	some effort
3	regular effort
4	special effort
5	extra special effort
NA	not applicable

THE LAST TIME I APPLIED FOR A JOB, I . . .	did not do it	some effort	regular effort	special effort	extra special effort	
1. Took time to look especially clean and neat.	1	2	3	4	5	NA
2. Was careful to speak correctly.	1	2	3	4	4	NA
3. Filled out a job application in a neat and correct manner.	1	2	3	4	5	NA
4. Called employer after interview to show interest in getting the job.	1	2	3	4	5	NA
5. Was on time for interview appointment.	1	2	3	4	5	NA
6. Asked questions about the job and company during the interivew.	1	2	3	4	5	NA
7. Related skills and knowledge from past jobs to the job I applied for.	1	2	3	4	5	NA

PART ID: COMPETENCIES USED TO KEEP A JOB

Have you ever held a job?

( ) Yes (COMPLETE THE FOLLOWING ITEMS) ( ) No (SKIP TO THE NEXT PAGE)

DIRECTIONS: THE FOLLOWING ITEMS ARE ABOUT KEEPING A JOB. MARK EACH ONE TO SHOW HOW FREQUENTLY YOU DID ANY OF THESE THINGS ON YOUR MOST RECENT JOB.

	ON MY MOST RECENT JOB, I . . .	Always	Almost always	Sometimes	Almost never	Never	
1.	Wore flashy or sexy clothes to work.	a	b	c	d	e	NA
2.	Came to work dirty and sloppy.	a	b	c	d	e	NA
3.	Showed up for work drunk or stoned.	a	b	c	d	e	NA
4.	Acted angry or sulked when criticized.	a	b	c	d	e	NA
5.	Griped about working conditions like short coffee breaks or late hours.	a	b	c	d	e	NA
6.	Got into arguments with co-workers.	a	b	c	d	e	NA
7.	Exaggerated the number of hours worked.	a	b	c	d	e	NA
8.	Refused to do a job because it was undesirable or lowly.	a	b	c	d	e	NA
9.	Forgot important instructions so time and work were wasted.	a	b	c	d	e	NA
10.	Didn't call in when sick.	a	b	c	d	e	NA
11.	Lost or ruined a tool or piece of equipment.	a	b	c	d	e	NA
12.	Made pesonal telephone calls during the work day.	a	b	c	d	e	NA
13.	Finished work assigned but did not come back for more work.	a	b	c	d	e	NA

PART IE

HOW DO YOU FEEL ABOUT EACH OF THE FOLLOWING?
(MARK ONE ANSWER FOR EACH STATEMENT)

		strongly agree	agree	disagree	strongly disagree	no opinion
1.	At times I think I am no good at all	( )	( )	( )	( )	( )
2.	I often feel awkward and out of place	( )	( )	( )	( )	( )
3.	Many times I feel that I have little influence over things that happen to me	( )	( )	( )	( )	( )
4.	People who accept their condition in life are happier than those who try to change things	( )	( )	( )	( )	( )
5.	On the whole, I am satisfied with myself	( )	( )	( )	( )	( )
6.	I know exactly what I want out of life	( )	( )	( )	( )	( )
7.	Nowadays a person has to live pretty much for today and let tomorrow take care of itself	( )	( )	( )	( )	( )
8.	Good luck is more important than hard work for success	( )	( )	( )	( )	( )
9.	I take a positive attitude toward myself	( )	( )	( )	( )	( )
10.	When I make plans, I am certain I can make them work	( )	( )	( )	( )	( )
11.	Every time I try to get ahead, something or somebody stops me	( )	( )	( )	( )	( )
12.	Every day, I try to accomplish something worthwhile	( )	( )	( )	( )	( )
13.	I feel I do not have much to be proud of	( )	( )	( )	( )	( )
14.	What happens to me is my own doing	( )	( )	( )	( )	( )
15.	In my case, finding a job has been a matter of luck	( )	( )	( )	( )	( )
16.	I have other activities more important than my work	( )	( )	( )	( )	( )
17.	To me, work is only a small part of who I am	( )	( )	( )	( )	( )
18.	If I won a million dollars, I would still want to work when I complete school	( )	( )	( )	( )	( )

For use in
Fall 1981 only)

PART II:

II A: Educational History

1. Are you enrolled in a high school now? (MARK ONE)

( ) Yes

( ) No

2. If yes,
what grade are you in now?

( ) Grade 9
( ) Grade 10
( ) Grade 11
( ) Grade 12
( ) GED Program

(GO TO QUESTION 3)

If no,
what is the highest grade that you have completed?

( ) Pre GED
( ) Grade 6
( ) Grade 7
( ) Grade 8

(SKIP TO QUESTION 9) →

( ) Grade 9
( ) Grade 10
( ) Grade 11
( ) Grade 12
( ) GED Diploma
( ) Beyond Grade 12

(GO TO QUESTION 3)

3. Which of the following best describes your high school program? (MARK ONE)

( ) General
( ) Academic or college preparatory
( ) Vocational, technical, or business

4. Which of the following best describes your grades in high school? (MARK ONE)

( ) Mostly A ....(90 to 100% or about 3.9)
( ) About half A and half B (85 to 89% or about 3.5)
( ) Mostly B ....(80 to 84% or about 3.0)
( ) About half B and half C (75 to 79% or about 2.5)
( ) Mostly C ....(70 to 74% or about 2.0)
( ) About half C and half D (65 to 69% or about 1.5)
( ) Mostly D or lower ....(lower than 65% or 1.3)

5. Averaged over your last high school year, about how much of your school time was spent in work experience or community-based programs? (MARK ONE)

( ) None
( ) About one period a day
( ) More than one period but less than half a day
( ) About half a day
( ) More than half of the day

6. Starting with the beginning of ninth grade, indicate the grade levels in which you took a course in the following subjects. Count this school year, too, if in high school now. (MARK THE GRADE LEVELS IN WHICH YOU TOOK THE FOLLOWING SUBJECTS.)

	NOT TAKEN	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Mathematics	( )	( )	( )	( )	( )
English	( )	( )	( )	( )	( )
History/Social Sci	( )	( )	( )	( )	( )
Foreign Languages	( )	( )	( )	( )	( )
Science	( )	( )	( )	( )	( )
Business/Office	( )	( )	( )	( )	( )
Sales/Marketing	( )	( )	( )	( )	( )
Trade and Industry	( )	( )	( )	( )	( )
Technical Courses	( )	( )	( )	( )	( )
Other Vocational	( )	( )	( )	( )	( )
Other Electives	( )	( )	( )	( )	( )

7. Have you taken any high school courses that have prepared you for a beginning job related to those courses? (MARK "YES" OR "NO" FOR EACH COURSE)

YES	NO	
( )	( )	Agriculture, including horticulture
( )	( )	Auto mechanics
( )	( )	Commercial arts
( )	( )	Computer programming and computer operations
( )	( )	Carpentry trades
( )	( )	Electrical trades
( )	( )	Masonry trades
( )	( )	Plumbing trades
( )	( )	Cosmetology, hairdressing, or barbering
( )	( )	Drafting
( )	( )	Electronics
( )	( )	Home economics, dietetics, child care
( )	( )	Machine shop
( )	( )	Medical or dental assisting
( )	( )	Nursing or other health care
( )	( )	Food preparation
( )	( )	Sales or merchandising
( )	( )	Secretarial, typing, or other office work
( )	( )	Welding
( )	( )	Other - specify ________________

8. Have you ever participated in any of the following high school programs? (MARK YES OR NO FOR EACH PROGRAM)

YES	NO	
( )	( )	Career Exploration Program
( )	( )	Experienced-Based Career Education
( )	( )	Internship Program
( )	( )	Volunteer Program
( )	( )	Cooperative Vocational Education (CO-OP)
( )	( )	Work-Study or Work Experience Program
( )	( )	CETA Work Program (such as the Youth Employment and Training Program or the Conservation Corps)

II B: Current Program-Related Work History

9. Do you have a job now? (PAID EMPLOYMENT ONLY: DO NOT COUNT WORK EXPERIENCE PROVIDED IN A SKILL CENTER OR PROGRAM PROJECTS)

( ) Yes (GO TO QUESTION 10) ↓

( ) No (SKIP TO QUESTION 17) →

10. How long have you had this job? (MARK ONE)

( ) 1 month or less
( ) 2-3 months
( ) 4-5 months
( ) 6-8 months
( ) 9-11 months
( ) 12 months or more

11. How many hours do you work a week on your job? (MARK ONE)

( ) 1 to 4 hours a week
( ) 5 to 14 hours a week
( ) 15 to 21 hours a week
( ) 22 to 29 hours a week
( ) 30 to 34 hours a week
( ) 35 hours or more a week

12. How much do you earn per hour on that job? (MARK ONE)

( ) Not paid
( ) Less than $1.50
( ) $1.50 to $1.99
( ) $2.00 to $2.49
( ) $2.50 to $2.99
( ) $3.00 to $3.34
( ) $3.35 to $3.49
( ) $3.50 to $3.99
( ) $4.00 to $4.49
( ) $4.50 to $4.99
( ) $5.00 per hour or more

13. Which of the job categories below comes closest to the kind of work you do? (If more than one kind of work, choose the one which you do the most per week.) (MARK ONE)

( ) Lawn work or odd jobs
( ) Waiter or waitress
( ) Babysitting/child care
( ) Farm or agricultural work
( ) Factory work
( ) Skilled trade
( ) Construction work
( ) Other manual labor
( ) Store clerk or cashier
( ) Office or clerical
( ) Hospital or health
( ) Other

14. What kind of employer do you work for? (MARK ONE)

( ) Government (city, state, county)
( ) Private company or business
( ) Nonprofit organization (like a church or charity)
( ) Neighbor or friend

15. Is the pay you receive from you job paid for or subsidized by C.E.T.A. or other government program? (MARK ONE)

( ) Yes ( ) No ( ) Don't know

16. At your job, about what part of the time is spent on training (not just doing the job)? (MARK ONE)

( ) No training time
( ) Less than one hour a week
( ) 1 to 2 hours a week
( ) Between 2 to 5 hours a week
( ) Between 6 to 10 hours a week
( ) More than 10 hours a week

II C: Past Work History: Summer 1981 (June 15 - August 31)

17. Did you have a job(s) last summer? (MARK ONE)

( ) Yes (GO TO QUESTION 18) ↓

( ) No (SKIP TO QUESTION 27) →

18. How long did you work on this job(s)? (MARK ONE)

( ) 1 week or less
( ) 2-3 weeks
( ) 4-5 weeks
( ) 6-8 weeks
( ) 9-10 weeks
( ) 11 weeks or more

19. How many hours a week did you work on this job(s) (MARK ONE)

( ) 1 to 4 hours a week
( ) 5 to 14 hours a week
( ) 15 to 21 hours a week
( ) 22 to 29 hours a week
( ) 30 to 34 hours a week
( ) 35 hours or more a week

20. How much did you earn per hour on the average? (MARK ONE)

( ) Not paid
( ) $1.50 to $1.99
( ) $2.00 to $2.49
( ) $2.50 to $2.99
( ) $3.00 to $3.34
( ) $3.35 to $3.49
( ) $3.50 to $3.99
( ) $4.00 to $4.49
( ) $4.50 to $4.99
( ) $5.00 per hour or more

21. Which job categories below come closest to the kinds of work you did this summer? (MARK ALL THAT APPLY)

( ) Lawn work or odd jobs
( ) Waiter or waitress
( ) Babysitting/child care
( ) Farm/agricultural work
( ) Factory work
( ) Skilled trade
( ) Construction work
( ) Other manual labor
( ) Store clerk or cashier
( ) Office or clerical work
( ) Hospital or health work
( ) Other

22. What kind of employer did you work for this summer on this job(s)? (MARK ALL THAT APPLY)

( ) Government (city, state, county)
( ) Private company or business
( ) Nonprofit organization (like a church or charity)
( ) Neighbor or friend

23. Did the pay from your summer job(s) come from C.E.T.A., Neighborhood Youth Corps, or other government subsidized program? (MARK ONE)

( ) Yes ( ) No ( ) Don't know

24. At your summer job(s), what part of the time was spent on training (not just doing the job)? (MARK ONE)

( ) No training time
( ) Less than one hour a week
( ) 1 to 2 hours a week
( ) Between 2 to 5 hours a week
( ) Between 6 to 10 hours a week
( ) More than 10 hours a week

25. During your summer job(s), about how many days were you absent from work for any reason? (MARK ONE)

( ) None
( ) 1 or 2 days
( ) 3 or 4 days
( ) 5 to 9 days
( ) 10 or more days

26. During your summer job(s), about how many days were you late to work? (MARK ONE)

( ) None
( ) 1 or 2 days
( ) 3 or 4 days
( ) 5 to 10 days
( ) 11 to 15 days
( ) 16 to 20 days
( ) 21 or more days

IID: Past Work History: September 1, 1980 - June 15, 1981

27 Did you have a job(s) before last summer? (Before June 15, 1981) (MARK ONE)

( ) Yes (GO TO QUESTION 28) ↓

( ) No (SKIP TO QUESTION 37) →

28. How long did you work between September 1, 1980 - June 15, 1981? (MARK ONE)

( ) 1 month or less
( ) 2-3 months
( ) 4-5 months
( ) 6-8 months
( ) 9-10 months

29. On the average, how many hours a week did you work? (MARK ONE)

( ) 1 to 4 hours a week
( ) 5 to 14 hours a week
( ) 15 to 21 hours a week
( ) 22 to 29 hours a week
( ) 30 to 34 hours a week
( ) 35 hours or more a week

30 On the average, how much did you earn per hour? (MARK ONE)

( ) Not paid
( ) $1.50 to $1.99
( ) $2.00 to $2.49
( ) $2.50 to $2.99
( ) $3.00 to $3.34
( ) $3.35 to $3.49
( ) $3.50 to $3.99
( ) $4.00 to $4.49
( ) $4.50 to $4.99
( ) $5.00 per hour or more

31. Which job categories below come closest to the kinds of work you did between September 1, 1980 - June 15, 1981? (MARK ALL THAT APPLY)

( ) Lawn work or odd jobs
( ) Waiter or waitress
( ) Babysitting/child care
( ) Farm/agricultural work
( ) Factory work
( ) Skilled trade
( ) Construction work
( ) Other manual labor
( ) Store clerk or cashier
( ) Office or clerical work
( ) Hospital or health work
( ) Other

32. What kind of employer did you work for before last summer on this other job(s)? (MARK ALL THAT APPLY)

( ) Government (city, state, county)
( ) Private company or business
( ) Nonprofit organization (like a church or charity)
( ) Neighbor or friend

33. Did the pay from any of your jobs during this period come from C.E.T.A., Neighborhood Youth Corps, or other government subsidized program? (MARK ONE)

( ) Yes ( ) No ( ) Don't know

34. During this period, what part of the time was spent on training (not just doing the job)? (MARK ONE)

( ) No training time
( ) Less than one hour a week
( ) 1 to 2 hours a week
( ) Between 2 to 5 hours a week
( ) Between 6 to 10 hours a week
( ) More than 10 hours a week

35. During your school year job(s), about how many days were you absent from work for any reason? (MARK ONE)

( ) None
( ) 1 or 2 days
( ) 3 or 4 days
( ) 5 to 9 days
( ) 10 or more days

36. During your school year job(s), about how many days were you late to work? (MARK ONE)

( ) None
( ) 1 or 2 days
( ) 3 or 4 days
( ) 5 to 10 days
( ) 11 to 15 days
( ) 16 to 20 days
( ) 21 or more days

II E: Future Plans

37. What is the lowest hourly wage you would be willing to accept for a job after you finish your program? (MARK ONE)

( ) $3.34 or less
( ) $3.35 to $3.49
( ) $3.50 to $3.99
( ) $4.00 to $4.49
( ) $4.50 to $4.99
( ) $5.00 to $5.49
( ) $5.50 to $5.99
( ) $6.00 to $6.49
( ) $6.50 to $6.99
( ) $7.00 to $7.99
( ) $8.00 to $8.99
( ) $9.00 to $9.99
( ) $10.00 or more

38. Do you plan to get a job in the same field or a field related to the one you are now in through your program? (MARK ONE)

( ) Yes ( ) No ( ) Not sure

39. As things stand now, how far in school do you think you will get? If not in school, how far would you like to go? (MARK ONE)

( ) Less than high school graduation
( ) High school graduation only
( ) Two years or less of vocational, trade, or business school after high school
( ) More than two years of vocational, trade, or business school after high school
( ) Two years or less of college
( ) More than two years of college with two year degree
( ) Complete four year college program
( ) Master's degree or equivalent
( ) Doctor, lawyer, or other advanced professional degree

II F: Family Background

40. Whom do you live with now? (MARK ONE)

( ) Mother and father
( ) Father and stepmother
( ) Mother and stepfather
( ) Mother only
( ) Father only
( ) Husband
( ) Wife
( ) Male or female relative or guardian—not parent
( ) Alone
( ) Other (SPECIFY)____________________

41. Who was the head of the household in your home when you were age 16? (That is, who made most of the money that supported your family?)

( ) Father
( ) Mother
( ) Male relative or guardian
( ) Female relative or guardian
( ) Other (SPECIFY)____________________

42. What is the highest grade of education completed by your mother? (GIVE APPROXIMATE AMOUNT IF NOT SURE)

( ) Grade 1
( ) Grade 2
( ) Grade 3
( ) Grade 4
( ) Grade 5
( ) Grade 6
( ) Grade 7
( ) Grade 8
( ) Grade 9
( ) Grade 10
( ) Grade 11
( ) Grade 12
( ) 1 year of college
( ) 2 years of college
( ) 3 years of college
( ) 4 years of college
( ) Master's degree
( ) Ph.D., M.D., or other advanced professional degree
( ) Never knew my mother

43. Please describe below the job your mother held when you were age 16. Which of the categories below comes closest to describing that job? If mother was deceased when you were age 16, give her occupation at time of death. (MARK ONE)

( ) CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent

( ) CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter

( ) FARMER, FARM MANAGER

( ) HOMEMAKER OR HOUSEWIFE ONLY

( ) LABORER such as construction worker, car washer, sanitary worker, farm laborer

( ) MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official

( ) MILITARY such as career officer, enlisted woman in the Armed Forces

( ) OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver

( ) PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actress, athlete, politician, but not including school teacher

( ) PROFESSIONAL such as clergy, dentist, physician, lawyer, scientist, college teacher

( ) PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner

( ) PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter

( ) SALES such as salesperson, advertising or insurance agent, real estate broker

( ) SCHOOL TEACHER such as elementary or secondary

( ) SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter

( ) TECHNICAL such as draftsman, medical or dental technician, computer programmer

( ) never worked

( ) don't know

( ) never knew my mother

44. What is the highest grade of education completed by your father? (GIVE APPROXIMATE AMOUNT IF NOT SURE)

( ) Grade 1
( ) Grade 2
( ) Grade 3
( ) Grade 4
( ) Grade 5
( ) Grade 6
( ) Grade 7
( ) Grade 8
( ) Grade 9
( ) Grade 10
( ) Grade 11
( ) Grade 12

( ) 1 year of college
( ) 2 years of college
( ) 3 years of college
( ) 4 years of college
( ) Master's degree
( ) Ph.D., M.D., or other advanced professional degree
( ) Never knew my father

45. Please describe below the job your father held when you were age 16. Which of the categories below comes closest to describing that job? If father was deceased when you were age 16, give his occupation at time of death. (MARK ONE)

( ) CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent

( ) CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter

( ) FARMER, FARM MANAGER

( ) HOMEMAKER ONLY

( ) LABORER such as construction worker, car washer, sanitary worker, farm laborer

( ) MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official

( ) MILITARY such as career officer, enlisted man in the Armed Forces

( ) OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver

( ) PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, athlete, politician, but not including school teacher

( ) PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher

( ) PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner

( ) PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter

( ) SALES such as salesperson, advertising or insurance agent, real estate broker

( ) SCHOOL TEACHER such as elementary or secondary

( ) SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter

( ) TECHNICAL such as draftsman, medical or dental technician, computer programmer

( ) never worked

( ) don't know

( ) never knew my father

46. In all, how many people including yourself are now living in your home? (MARK ONE)

( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6 ( ) 7
( ) 8 or more

47. Of the people living at home, how many are 16 years of age or older? (MARK ONE)

( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6 ( ) 7
( ) 8 or more

48. Of these people 16 years or older, how many are employed? (MARK ONE)

( ) 0 ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6
( ) 7 ( ) 8 or more

49. Of the people 16 years or older, how many are unemployed and looking for work? (MARK ONE)

( ) 0 ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6
( ) 7 ( ) 8 or more

50 Mark the amount which comes closest to the amount of money your family makes in a year (MARK ONE)

( ) $6,999 or less
( ) $7,000 - $11,999
( ) $12,000 - $15,999
( ) $16,000 - $19,999
( ) $20,000 - $24,999
( ) $25,000 - $37,999
( ) $38,000 or more

II G: Participant's Background Information

51. Sex (MARK ONE)

( ) Male ( ) Female

52. Age (MARK ONE)

( ) 15 or younger
( ) 16
( ) 17
( ) 18
( ) 19
( ) 20
( ) 21
( ) 22
( ) 23
( ) 24
( ) 25
( ) 26 or older

53. Marital Status (MARK ONE)

( ) Single ( ) Married ( ) Divorced ( ) Separated ( ) Widowed

54. Number of children (MARK ONE)

( ) 0 ( ) 1 ( ) 2 ( ) 3 ( ) 4 or more

55. Race/Ethnicity (MARK ONE)

( ) Asian
( ) Black
( ) Hispanic
( ) Native American
( ) White
( ) Other - specify ____________________

(For use in
Spring 1982 only)

PART IIIA: VOCATIONAL AND CAREER PROGRAMS

1. Were you enrolled in a vocational or career program since September 1 of last year?

   ☐ Yes (GO TO NEXT QUESTION)
   ☐ No (SKIP TO PART G)

2. Which vocational programs were you enrolled in? (MARK ALL THAT APPLY)

   ☐ Apprenticeship
   ☐ CETA
   ☐ Distributive Education
   ☐ Cooperative Office Education
   ☐ Intensive Office Education
   ☐ Occupational Work Experience or Work/Study
   ☐ Experience-Based Career Education
   (e.g., Academy, Spectrum, or Internship)
   ☐ Career Skills Center (e.g., Fort Hayes, Swensons, JFK)
   ☐ Other – Specify

3. How many months since September 1, 1981 were you in the school-based (classroom) part of this vocational program?

   _____ number of months (MAXIMUM IS TEN–ENTER ZERO IF NONE)

4. What was the average number of hours per week you spent in the school-based part of this vocational program?

   _____ hours per week (ENTER ZERO IF NONE)

5. How many months since September 1, 1981 were you at a workplace as part of this program?

   _____ number of months (MAXIMUM IS TEN–ENTER ZERO IF NONE)

6. What was the average number of hours per week you spent at the workplace as a part of this program?

   _____ hours per week (ENTER ZERO IF NONE)

7. Which occupational field best describes the type of vocational preparation or career exploration you received in this program? (MARK ONE)

( ) Agriculure, including horticulture
( ) Auto mechanics
( ) Commercial arts
( ) Computer programming and computer operations
( ) Carpentry trades
( ) Electrical trades
( ) Masonry trades
( ) Plumbing trades
( ) Cosmetology, hairdressing, or barbering
( ) Drafting
( ) Electronics
( ) Home economics, dietetics, child care
( ) Machine Shop
( ) Medical or dental assisting
( ) Nursing or other health care
( ) Food preparation
( ) Sales or merchandising
( ) Secretarial, typing, or other office work
( ) Welding
( ) Other – Specify

8. What is your job title at the worksite? (examples: stock clerk, electrician's apprentice, typist)

Job title ______________________________

( ) Not applicable, I am a student observer

PART IIIB: EMPLOYMENT

1. How many jobs (for pay) have you held since September 1 of last year?

( ) 0 . . . . (SKIP TO QUESTION 9)
( ) 1 . . . . (GO TO NEXT QUESTION)
( ) 2 . . . . (GO TO NEXT QUESTION)
( ) 3 or more . . . . . . (GO TO NEXT QUESTION)

2. How many months did you work on those jobs since last September?

_______ months (MAXIMUM IS TEN)

3. How many hours a week did you typically work on those jobs?

_______ hours per week

4. What is your hourly wage on your current job or your most recent job?

$ ______ hourly wage

5. Did you receive a raise in pay on any job since last September?

( ) Yes
( ) No
( ) Not applicable

6. Which of the job categories below comes closest to the kind of work you do? (If more than one kind of work, choose the one in which you work the most.) (MARK ONE)

( ) Lawn work or odd jobs
( ) Waiter or waitress
( ) Baby sitting/child care
( ) Farm or agricultural work
( ) Factory work
( ) Skilled trade
( ) Construction work
( ) Other manual labor
( ) Store clerk or cashier
( ) Office or clerical
( ) Hospital or health
( ) Security
( ) Food preparation
( ) Maintenance
( ) Other ______________________________

7. What kind of employer do you work for now or in the last job? (MARK ONE)

( ) Government (city, state, county)
( ) Private company or business (like J. C. Penney Co. or Ben's Carryout)
( ) Nonprofit organization (like church or charity)
( ) Neighbor or friend

8. Was the pay you received from any of your jobs since last September paid for by the C.E.T.A. or other government program?

( ) Yes
( ) No
( ) Don't know

9. Are you employed now?

( ) Yes (SKIP TO QUESTION 11)
( ) No (GO TO NEXT QUESTION)

10. Why did you leave your last job? (MARK ONE)

( ) Quit
( ) Laid off because of the poor economy
( ) Period of assignment was seasonal (e.g., holiday seasons)
( ) Period of assignment was limited (e.g., temporary job)
( ) Terminated: Poor performance
( ) Terminated: Poor work habits
( ) Terminated: Poor attitude
( ) Never worked
( ) Other – Specify ____________________

11. What would you say about the availability of jobs in general for people your age? (MARK ONE)

( ) Jobs are plentiful
( ) Jobs are available if you know where to look
( ) There aren't enough jobs to go around
( ) There are no job openings at this time

12. What is the lowest hourly wage you would be willing to accept for a full-time job after you finish school or your training program? (MARK ONE)

( ) $1.99 or less
( ) $2.00 or $2.49
( ) $2.50 to $2.99
( ) $3.00 to $3.34
( ) $3.35 to $3.49
( ) $3.50 to $3.99
( ) $4.00 to $4.49
( ) $4.50 to $4.99
( ) $5.00 to $5.49
( ) $5.50 to $5.99
( ) $6.00 to $6.49
( ) $6.50 to $6.99
( ) $7.00 to $7.99
( ) $8.00 to $8.99
( ) $9.00 to $9.99
( ) $10.00 or more

PART IIIC: TRAINING TIME

THE QUESTIONS IN THE FOLLOWING SECTIONS ARE ABOUT THE TRAINING AND SUPERVISION YOU RECEIVED IN YOUR PRESENT OR MOST RECENT JOB, OR IN AN E.B.C.E. PLACEMENT. (IF YOU DID NOT HAVE A JOB OR E.B.C.E. PLACEMENT BETWEEN LAST SEPTEMBER AND NOW, CHECK THIS BOX ☐ AND STOP.)

1. Did you receive formal training (such as self-paced learning programs or training done by specialized training personnel) or is all the training informal, on-the-job training?

   ( ) Formal training was provided (GO TO NEXT QUESTION)
   ( ) All training is informal, on-the-job (SKIP TO QUESTION 3)
   ( ) E.B.C.E. students don't get formal job training (SKIP TO QUESTION 3)

2. During the first 3 months at work, what was the **total number of hours** you spent on formal training (such as self-paced learning programs or training done by specialized training personnel)?

   _____ hours of formal training

THE FOLLOWING QUESTIONS ARE ABOUT **INFORMAL**, ON-THE-JOB TRAINING AND SUPERVISION

3. During their first 3 months at work, what was the total number of hours your worksite supervisor spent giving you **informal** training or extra supervision?

   _____ hours

4. How many other supervisors and co-workers give you informal training?

   _____ other supervisors and co-workers

5. During the first 3 months of work, what was the total number of hours other supervisors and co-workers spent away from other activities giving you **informal** training or extra supervision?

   _____ hours

PART IIID: CONTENT OF TRAINING

1. In the first three months at work, approximately how many total hours did you spend away from normal work activities filling out forms and being told about the company history, benefits, and rules? (ESTIMATE IF YOU DO NOT KNOW THE EXACT FIGURE)

   _____ hours ( ) not applicable

2. During the first three months, how many total hours did you spend watching other people do the job rather than doing it yourself?

   _____ hours ( ) not applicable

3. How many of the skills that you learned in this job are useful outside of this company?

   ( ) Almost all
   ( ) Most
   ( ) Some
   ( ) Almost none
   ( ) Don't know
   ( ) Not applicable

4. Focusing on those skills that are useful outside your company, how many other companies in the local labor market have jobs that require these skills? Would you guess . . .

   ( ) Fewer than 5
   ( ) 5 to 15
   ( ) 16 to 100
   ( ) Over 100
   ( ) Don't know
   ( ) Not applicable

5. THE FOLLOWING ATTITUDES AND SKILLS CAN BE LEARNED IN SCHOOL, AT HOME, AND ON THE JOB.

Assuming a goal of 100% for each of the following items, estimate what percent was accomplished:

a) Before you began this job (or program)
b) While on this job (or program)
c) What percent do you still need to learn?

		Before This Job		On This Job		Yet To Be Learned		Not Applicable
a.	Math and reading skills	________	+	________	+	________	= 100%	( )
b.	Getting along with others	________	+	________	+	________	= 100%	( )
c.	Responsibility and dependability	________	+	________	+	________	= 100%	( )
d.	Basic understanding of business/work	________	+	________	+	________	= 100%	( )
e.	Specific job skills	________	+	________	+	________	= 100%	( )
f.	Taking pride in the work	________	+	________	+	________	= 100%	( )

PART IIIE: EMPLOYEE PRODUCTIVITY

DIRECTIONS: PRODUCTIVITY IS THE AMOUNT OF WORK DONE BY A WORKER. RATE YOUR PRODUCTIVITY FOR YOUR JOB ON A SCALE OF 0 TO 100 WHERE 100 EQUALS THE HIGHEST PRODUCTIVITY AND 0 IS NO WORK ACCOMPLISHED.

1. What productivity score would you have given yourself after the first 2 weeks on your most recent job? ____________________

2. What productivity score would you give yourself now or the last week you were at work? ____________________

3. What productivity score would you give a typical worker who has been in your job for 2 years? ____________________

FOLLOW-UP STUDY

THE DATA THAT YOU HAVE PROVIDED OUR RESEARCHERS HAS BEEN VERY USEFUL IN IMPROVING VOCATIONAL PROGRAMS AND JOB OPPORTUNITIES FOR YOUTH. WE WOULD LIKE TO CONTACT YOU ONE MORE TIME IN THE SPRING OF 1983.

1. Do you plan to be in the same school/or program that you are in now?

   ( ) Yes (STOP—THANK YOU FOR COMPLETING OUR SURVEY)
   ( ) No (CONTINUE)

2. PLEASE PRINT YOUR NAME, ADDRESS, AND THE TELEPHONE NUMBER WHERE YOU CAN MOST USUALLY BE REACHED DURING THE NEXT YEAR.

YOUR NAME ______________________ PARENT'S NAME ______________________

ADDRESS ____

CITY ______________________ STATE ______________ ZIP ______________

TELEPHONE (_____) ____________________

3. IN CASE YOUR FAMILY MOVES PROVIDE THE NAME, ADDRESS, AND PHONE NUMBER OF AN ADULT WHO WILL KNOW YOUR NEW ADDRESS.

NAME OF SOMEONE ____

ADDRESS ____

CITY ______________________ STATE ______________ ZIP ______________

TELEPHONE (_____) ____________________

THANK YOU FOR COMPLETING OUR SURVEY

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

EMPLOYABILITY FACTORS STUDY

WORKSITE SUPERVISOR SURVEY

GENERAL DIRECTIONS

This questionnaire is part of a study on youth employment and training. In sections A & B we want you to give us your perceptions of the competencies youth need to get and keep jobs. The following sections are about jobs in your company similar to ________________'s job.

The National Center for Research in
Vocational Education
The Ohio State University
Columbus, Ohio 43210

PART A: COMPETENCIES NEEDED TO GET A JOB

DIRECTIONS: THE FOLLOWING ITEMS ARE INFORMATION THAT AN EMPLOYER COULD LEARN ABOUT A PERSON WHO IS APPLYING FOR A JOB. RATE EACH ITEM TO SHOW HOW IT WOULD INFLUENCE YOU TO HIRE SOMEONE APPLYING FOR A JOB SIMILAR TO ____________________'S JOB.
(CIRCLE ONLY ONE ANSWER FOR EACH ITEM USING THE FOLLOWING SCALE.)

WHEN YOU LEARN ANY OF THE FOLLOWING THINGS ABOUT A PERSON APPLYING FOR THIS JOB, YOUR DECISION TO HIRE WILL BE INFLUENCED . . .

+3	very positively
+2	positively
+1	somewhat positively
0	not at all
- 1	somewhat negatively
- 2	negatively
- 3	would not hire
NA	not applicable

AS A SUPERVISOR, HOW WOULD YOU BE INFLUENCED TO HIRE SOMEONE FOR THIS JOB WHO . . .

	very positively	positively	somewhat positively	not at all	somewhat negatively	negatively	would not hire	
1. Looked clean and neat at the interview?	+3	+2	+1	0	-1	-2	-3	NA
2. Gave false information on job application?	+3	+2	+1	0	-1	-2	-3	NA
3. Asked many questions about the job or the company during the interview?	+3	+2	+1	0	-1	-2	-3	NA
4. Understood that a beginner sometimes does boring and low-level work tasks?	+3	+2	+1	0	-1	-2	-3	NA
5. Couldn't read a newspaper?	+3	+2	+1	0	-1	-2	-3	NA
6. Got confused when asked a simple question?	+3	+2	+1	0	-1	-2	-3	NA
7. Used poor grammar when speaking?	+3	+2	+1	0	-1	-2	-3	NA
8. Filled out a job application in a neat and correct manner?	+3	+2	+1	0	-1	-2	-3	NA
9. Called employer after interview to show interest in getting the job?	+3	+2	+1	0	-1	-2	-3	NA
10. Was late for interview appointment?	+3	+2	+1	0	-1	-2	-3	NA

AS A SUPERVISOR, HOW WOULD YOU BE INFLUENCED TO HIRE SOMEONE FOR THIS JOB WHO . . .

		very positively	positively	somewhat positively	not at all	somewhat negatively	negatively	would not hire	
11.	Attached a complete job resume to application?	+3	+2	+1	0	-1	-2	-3	NA
12.	Asked for 25 cents an hour more than the job normally pays?	+3	+2	+1	0	-1	-2	-3	NA
13.	Got A's and B's in all math courses?	+3	+2	+1	0	-1	-2	-3	NA
14.	Had not completed high school?	+3	+2	+1	0	-1	-2	-3	NA
15.	Had never worked before?	+3	+2	+1	0	-1	-2	-3	NA
16.	Had 3 jobs in last 6 months?	+3	+2	+1	0	-1	-2	-3	NA
17.	Had just completed a CETA job?	+3	+2	+1	0	-1	-2	-3	NA
18.	Had a previous employer who would rehire him or her?	+3	+2	+1	0	-1	-2	-3	NA
19.	Was convicted for possession of marijuana?	+3	+2	+1	0	-1	-2	-3	NA
20.	Had only done jobs like lawnmowing, babysitting, and delivering newspapers?	+3	+2	+1	0	-1	-2	-3	NA
21.	Was absent 12 different times his/her last school year?	+3	+2	+1	0	-1	-2	-3	NA
22.	Had taken vocational education curriculum in high school?	+3	+2	+1	0	-1	-2	-3	NA
23.	Had training in the job skills needed for this job but no experience?	+3	+2	+1	0	-1	-2	-3	NA
24.	Was 15% less productive than other workers in his/her last job because he/she wasn't trying?	+3	+2	+1	0	-1	-2	-3	NA
25.	Was late for work 3 times last year?	+3	+2	+1	0	-1	-2	-3	NA
26.	Was absent from work 12 different times last year?	+3	+2	+1	0	-1	-2	-3	NA
27.	Was 15% less productive than other workers in last job even though he/she was trying?	+3	+2	+1	0	-1	-2	-3	NA

PART B: COMPETENCIES NEEDED TO KEEP A JOB

DIRECTIONS: THE FOLLOWING ITEMS ARE EMPLOYMENT PROBLEMS THAT COULD CAUSE EMPLOYEES TO LOSE THEIR JOBS DURING THE FIRST FEW MONTHS OF EMPLOYMENT. WE WOULD LIKE TO KNOW WHAT YOU WOULD DO THE FIRST TIME A TYPICAL EMPLOYEE CREATED ANY OF THESE PROBLEMS IN A JOB SIMILAR TO ____________________'S JOB.
(CIRCLE ONLY ONE ANSWER FOR EACH ITEM USING THE FOLLOWING SCALE.)

WHEN A TYPICAL EMPLOYEE DOES ANY OF THE FOLLOWING THINGS ON THIS JOB FOR THE FIRST TIME, YOU WILL . . .

a	**ignore** the problem even if it persists
b	**discuss** the problem only **if** it **persists**
c	**discuss** the problem **immediately**
d	give a verbal or written **warning** of disciplinary action
e	**suspend** employee
f	**fire immediately**
NA	not applicable

AS A SUPERVISOR, WHAT WILL YOU DO THE FIRST TIME THE EMPLOYEE . . .

	ignore	discuss if persists	discuss immediately	warning	suspend	fire immediately	
1. Wears flashy or sexy clothes to work?	a	b	c	d	e	f	NA
2. Comes to work dirty and sloppy?	a	b	c	d	e	f	NA
3. Shows up for work drunk or stoned?	a	b	c	d	e	f	NA
4. Acts angry or sulks when criticized?	a	b	c	d	e	f	NA
5. Gripes about working conditions like short coffee breaks or working unpopular shifts?	a	b	c	d	e	f	NA
6. Gets into an argument with coworkers?	a	b	c	d	e	f	NA
7. Puts more hours on time sheet than actually worked?	a	b	c	d	e	f	NA
8. Refuses to do a job because it is undesirable or "beneath his/her dignity?"	a	b	c	d	e	f	NA
9. Can't read written directions to complete a job?	a	b	c	d	e	f	NA
10. Doesn't write telephone messages or memos that are easy to understand?	a	b	c	d	e	f	NA
11. Makes many mistakes in spelling, grammar, and punctuation?	a	b	c	d	e	f	NA
12. Speaks so poorly that coworkers can't understand what is being said?	a	b	c	d	e	f	NA

AS A SUPERVISOR, WHAT WILL YOU DO THE FIRST TIME THE EMPLOYEE . . .

	ignore	discuss if persists	discuss immediately	warning	suspend	fire immediately	
13. Makes many mistakes adding, subtracting, multiplying, or dividing numbers?	a	b	c	d	e	f	NA
14. Tries but takes twice as long as other workers to learn a new job?	a	b	c	d	e	f	NA
15. Tries but is 15% less productive than other workers with the same training?	a	b	c	d	e	f	NA
16. Doesn't try and is 15% less productive than other workers with the same training?	a	b	c	d	e	f	NA
17. Seems not to be trying but is no less productive than other workers?	a	b	c	d	e	f	NA
18. Takes an extra hour of break time but finishes assigned work anyway?	a	b	c	d	e	f	NA
19. Misses 2 different days of work the first month?	a	b	c	d	e	f	NA
20. Doesn't call in when sick?	a	b	c	d	e	f	NA
21. Is 20 minutes late to work and has no good excuse?	a	b	c	d	e	f	NA
22. Causes $100 of damage to a piece of equipment?	a	b	c	d	e	f	NA
23. Spends 15 minutes making personal telephone calls during one work day?	a	b	c	d	e	f	NA
24. Needs twice as much supervision as others?	a	b	c	d	e	f	NA
25. Finishes work assigned but does not report back to superior for more work?	a	b	c	d	e	f	NA

PARTS C-K: GENERAL DIRECTIONS

WHEN YOU ARE ANSWERING THE FOLLOWING QUESTIONS, PLEASE KEEP IN MIND WHAT IS MEANT BY THE FOLLOWING TERMS:

THIS EMPLOYEE:*	______________________________ (Student's name)
THIS JOB:*	The job that ______________ does for your company.
TYPICAL WORKER:*	A typical employee in the same job as ______________ but not a trainee.

*These terms will appear in boldface in the following questions.

PART C: JOB DESCRIPTION AND EMPLOYMENT STATUS

1. What is the title of this employee's job?

____

2. What are five main duties of **THIS EMPLOYEE'S JOB?** (PROVIDE AS MUCH DETAIL AS POSSIBLE. BEGIN EACH DUTY WITH A VERB. EXAMPLES: STOCKS SHELVES, TYPES LETTERS, OPERATES FORK-LIFT, RUNS ERRANDS)

DUTIES: 1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________

3. When did **this employee** start working for your company?

__________ __________
Month Year

4. Is **this employee** still working for your company?

( ) Yes (SKIP TO QUESTION 7)
( ) No (GO TO NEXT QUESTION)

5. Why did **this employee** leave? (MARK ONE)

( ) Quit
( ) Laid off (due to economic condition)
( ) Period of employment was seasonal
( ) Period of employment was limited (e.g., for duration of program)
( ) Terminated: Poor performance
( ) Terminated: Poor work habits
( ) Terminated: Poor attitude
( ) Other – Specify ______________________________

6. When did **this employee** leave?

__________ __________
Month Year

7. Do you intend to retain **this employee** beyond June 15, 1982?

- ☐ Yes (GO TO NEXT QUESTION)
- ☐ No (SKIP TO QUESTION 9)
- ☐ Already terminated (SKIP TO QUESTION 9)

8. In what capacity will **this employee** be retained? (MARK ONE)

- ☐ Summer employment only, in same position
- ☐ Summer employment only, in different position
- ☐ Part-time employment in same position
- ☐ Part-time employment in different position
- ☐ Full-time employment in same position
- ☐ Full-time employment in different position

9. If **this employee** asks for a job reference for a position with another employer, what type of reference would you supply?

- ☐ Recommend as excellent worker (SKIP TO NEXT PAGE)
- ☐ Recommend as very good worker (SKIP TO NEXT PAGE)
- ☐ Recommend as good worker (SKIP TO NEXT PAGE)
- ☐ Would not recommend (GO TO NEXT QUESTION)

10. Why wouldn't you recommend **this employee**?
(MARK ALL THAT APPLY)

- ☐ Poor work habits
- ☐ Poor attitude
- ☐ Poor job skills
- ☐ Poor basic academic skills
- ☐ Absenteeism and/or tardiness
- ☐ Didn't get along well with others
- ☐ Uncooperative
- ☐ Insufficient work experience with our firm
- ☐ Other – Specify ______________________________

PART D: HIRING CRITERIA

1. How do you recruit employees for **this job**? (MARK ALL THAT APPLY)

   ( ) Through school-based vocational programs
   ( ) Notices to schools
   ( ) Newspaper ads
   ( ) Help wanted signs
   ( ) Word-of-mouth
   ( ) Private employment agencies
   ( ) Public employment service
   ( ) Other – Specify ______________________________

2. Do you have a separate personnel office?

   ( ) Yes
   ( ) No

3. When you last announced the availability of an opening for **this job**, how many persons applied? (ESTIMATE IF YOU DO NOT KNOW THE EXACT NUMBER)

   __________ Applicants

4. Do you ask prospective employees to fill out a job application for **this job**?

   ( ) Yes
   ( ) No

5. Do you interview prospective candidates for **this job**?

   ( ) Yes (GO TO NEXT QUESTION)
   ( ) No (SKIP TO QUESTION 7)

6. How many applicants did you interview the last time you had an opening in **this job**?

   ________Number interviewed

7. Which of the following best describes how you decide among applicants for **this job**? (MARK ONE)

   ( ) Review all applications; interview those with most potential; select the most qualified
   ( ) Ask applicants to complete applications and entrance examinations; interview those with most potential; select the most qualified
   ( ) Ask "walk-in applicants" to complete application; immediately interview each one until a desirable applicant is found
   ( ) First interview "walk-in applicants;" ask only most qualified applicants to fill out applications; hire the best applicant after reviewing applications
   ( ) Only interview applicants; offer best one a job **after** all are interviewed
   ( ) Only interview applicants; offer job to a qualified applicant at interview; terminate interviewing remaining applicants or stop search

8. If you were choosing among ten applicants for one job, which of the following items would be **important** in narrowing your applicant pool to the best three candidates? (MARK ALL THAT APPLY)

☐ Applicant's age
☐ Education level (e.g., completed high school)
☐ School grades
☐ Test scores
☐ Vocational training received **in school**
☐ Vocational training received **in co-op** programs
☐ Vocational training received **in CETA**
☐ Mastery of basic academic skills
☐ Specific occupational skills
☐ Skill levels (e.g., types 45 wpm)
☐ Number of jobs held
☐ Kinds of jobs held
☐ Kinds of duties performed in past jobs
☐ Gaps in employment
☐ Reasons for leaving jobs
☐ Criminal record
☐ Driver's license
☐ Bonding
☐ Personal appearance
☐ Personality and attitude
☐ Recommendations from past employers
☐ Appearance and accuracy of application form

9. Which of the same items would be **the most critical** in making your final choice among the best three candidates? (MARK NO MORE THAN 3 CHOICES)

☐ Applicant's age
☐ Education level (e.g., completed high school)
☐ School grades
☐ Test scores
☐ Vocational training received **in school**
☐ Vocational training received **in co-op** programs
☐ Vocational training recieved **in CETA**
☐ Mastery of basic academic skills
☐ Specific occupational skills
☐ Skill levels (e.g., types 45 wpm)
☐ Number of jobs held
☐ Kinds of jobs held
☐ Kinds of duties performed in past jobs
☐ Gaps in employment
☐ Reasons for leaving jobs
☐ Criminal record
☐ Driver's license
☐ Bonding
☐ Personal appearance
☐ Personality and attitude
☐ Recommendations from past employers
☐ Appearance and accuracy of application form

PART E: RETENTION AND PROMOTION CRITERIA

1. Did **this employee** have a probationary period during which he/she could be let go without too much trouble if not performing up to standard?

( ) Yes (GO TO NEXT QUESTION)
( ) No (SKIP TO QUESTION 4)
( ) Don't know (SKIP TO QUESTION 4)
( ) Not applicable (SKIP TO QUESTION 4)

2. How many weeks did the probationary period last?

________ Weeks

3. After the probationary period was over, how much documentation or paperwork would have been required to terminate **this employee**?

( ) A great deal
( ) Some
( ) A little
( ) No paperwork
( ) Not applicable

4. Would **this employee** ever be considered for a promotion?

( ) Yes (GO TO NEXT QUESTION)
( ) No (SKIP TO NEXT PAGE)
( ) Not applicable (SKIP TO NEXT PAGE)

5. How important would the following be in your decision to promote **this employee**?

	Extremely Important	Very Important	Important	Not Important
• Seniority	( )	( )	( )	( )
• Job Skills	( )	( )	( )	( )
• Judgment and Reasoning	( )	( )	( )	( )
• Dependability and Responsibility	( )	( )	( )	( )
• Attitudes	( )	( )	( )	( )
• Ability to get along with others	( )	( )	( )	( )

PART F: TRAINING TIME

THE QUESTIONS IN THIS SECTION ARE ABOUT WORKER TRAINING AND SUPERVISION FOR THIS EMPLOYEE AND A TYPICAL WORKER IN THE SAME JOB.

1. Is there formal training (such as self-paced learning programs or training done by specialized trained personnel) for people hired in **this job**? Or is all the training done as informal, on-the-job training?

   ☐ Formal training is provided (GO TO NEXT QUESTION)
   ☐ All training is informal, on-the-job (SKIP TO QUESTION 3)

2. During the first 3 months of work, what was the **total number of hours** spent on formal training (such as self-paced learning programs or training done by specialized training personnel) for:

   This employee? ______ hours
   A **typical worker** in this job? ______ hours

THE FOLLOWING QUESTIONS ARE ABOUT **INFORMAL**, ON-THE-JOB TRAINING

3. During their first 3 months of work, what was the total number of hours you spent away from other activities giving **informal**, individualized training or extra supervision to:

   This employee? ______ hours
   A **typical worker** in this job? ______ hours

How many different management and supervisory-level persons give your **typical employee** in this job informal training?
(DO NOT INCLUDE YOURSELF)

______ Management and supervisors

5. During the first 3 months of work, what was the total number of hours other management and line supervisors spent away from other activities giving **informal**, individualized training or extra supervision to:

   This employee? ______ hours
   A **typical worker** in this position? ______ hours (SKIP TO QUESTION 8)

   ☐ Don't know (GO TO NEXT QUESTION)

6. About how many **total days** of informal training does a manager or supervisor spend informally training your **typical new worker** in this position?

   ______ Days of informal training

7. On those days, how many total hours **each day** does a manager or supervisor spend away from other duties to informally train a **typical new worker?**

_______ Hours per day of informal training

8. How many different co-workers give your **typical worker** in this job **informal** training? (DO NOT INCLUDE SUPERVISORS)

_______ Co-workers

9. During the first 3 months of work, what was the **total** number of hours these co-workers spent away from their normal work giving **informal,** individualized training or extra supervision to:

This employee? _______ hours
A **typical worker** in this position? _______ hours (SKIP TO NEXT PAGE)

( ) Don't know (GO TO NEXT QUESTION)

10. About how many **total days** of informal training does a co-worker spend on training your **typical new worker in this job?**

_______ Days of informal training

11. On those days how many total hours **each day** does a co-worker spend away from other duties to informally train a **typical new worker in this job?**

_______ Hours per day of informal training

PART G: CONTENT OF TRAINING

1. In the first three months of employment, approximately how many total hours does a **typical new worker in this job** spend away from normal work activities filling out forms and being told about the company history, benefits, and rules? (ESTIMATE IF YOU DO NOT KNOW THE EXACT FIGURE)

   ________ Hours ( ) Not applicable

2. During the first three months, how many total hours does the **typical new worker in this job** spend in training activities watching other people do the job rather than doing it himself/herself?

   ________ Hours ( ) Not applicable

3. How many of the skills that **this employee** learned in **this job** are useful outside of this company?

   ( ) Almost all
   ( ) Most
   ( ) Some
   ( ) Almost none
   ( ) Don't know
   ( ) Not applicable

4. Focusing on the skills that are useful outside your company, how many other companies in the local labor market have jobs that require these skills? Would you guess

   ( ) Fewer than 5
   ( ) 5 to 15
   ( ) 16 to 100
   ( ) Over 100
   ( ) Don't know
   ( ) Not applicable

5. What would be the approximate cost of the most expensive machine **this employee** works on, if it were purchased today?

   ( ) Under $2,000
   ( ) $2,001 – $10,000
   ( ) $10,001 – $50,000
   ( ) $50,001 – $200,000
   ( ) $200,001 up
   ( ) Don't know
   ( ) Not applicable (SKIP TO QUESTION 7)

6. At this time can **this employee** work unsupervised on this machine?

   ( ) Yes
   ( ) No

THE FOLLOWING ASPECTS OF EMPLOYABILITY DEVELOPMENT CAN BE TAUGHT IN SCHOOL, AT HOME, AND ON THE JOB. WE WOULD LIKE YOU TO ESTIMATE THE ACCOMPLISHMENTS OF THIS EMPLOYEE FOR THIS JOB ONLY.

7. Assuming a goal of 100% mastery for each of the following competency areas, estimate what percent was accomplished:

(a) **Before this employee began this job**
(b) **While on this job**
(c) What percent has yet to be mastered?

	BEFORE THIS JOB		ON THIS JOB		YET TO BE MASTERED		NOT APPLICABLE
Math skills	______	+	______	+	______	= 100%	( )
Reading skills	______	+	______	+	______	= 100%	( )
Writing skills	______	+	______	+	______	= 100%	( )
Speaking/listening skills	______	+	______	+	______	= 100%	( )
Ability to learn new things	______	+	______	+	______	= 100%	( )
Basic work habits	______	+	______	+	______	= 100%	( )
Positive work attitudes	______	+	______	+	______	= 100%	( )
Getting along with others	______	+	______	+	______	= 100%	( )
Basic manners and other social skills	______	+	______	+	______	= 100%	( )
Responsibility and dependability	______	+	______	+	______	= 100%	( )
Basic understanding of business/work	______	+	______	+	______	= 100%	( )
Caring for tools and equipment	______	+	______	+	______	= 100%	( )
Specific job skills	______	+	______	+	______	= 100%	( )
Meeting quantity standards	______	+	______	+	______	= 100%	( )
Meeting quality standards	______	+	______	+	______	= 100%	( )
Meeting deadlines	______	+	______	+	______	= 100%	( )
Taking pride in the work	______	+	______	+	______	= 100%	( )

PART H: EMPLOYEE PRODUCTIVITY

1. What productivity score would you give your **typical worker** who has been in this job for 2 years? (RATE THAT WORKER'S PRODUCTIVITY ON A SCALE OF 0 TO 100 WHERE 100 EQUALS THE MAXIMUM PRODUCTIVITY ANY EMPLOYEE IN THIS POSITION CAN ATTAIN AND 0 IS ABSOLUTELY NO PRODUCTIVITY.)

__________ Productivity score of typical worker after 2 years

FOR EACH OF THE FOLLOWING QUESTIONS, COMPARE THE PRODUCTIVITY OF **THIS EMPLOYEE** AND A **TYPICAL WORKER** IN THE SAME JOB STARTING AT THE SAME TIME. (USE THE SAME PRODUCTIVITY SCALE OF 0 TO 100.)

	THIS EMPLOYEE	TYPICAL WORKER
2. What was the productivity level after the first 2 weeks of employment?	__________	__________
3. What was the productivity level from the 3rd week to the 12th week at work?	__________	__________
4. What is the productivity level today or in the last week **this employee** worked with your company?	__________	__________

5. If there is a difference between **this employee's** and the **typical worker's** productivity levels over the three time periods, what accounted most for the difference?

____

____

____

PART I: SUPERVISOR'S BACKGROUND INFORMATION

1. Your sex (MARK ONE)

   ☐ Male ☐ Female

2. Your race/ethnicity (MARK ONE)

   ☐ Hispanic

   IF NOT HISPANIC
   ☐ Asian or Pacific Islander
   ☐ Black
   ☐ Native American Indian
   ☐ White
   ☐ Other – Specify ____________________

3. Your age (MARK ONE)

   ☐ 16–19 years of age
   ☐ 20–24 years of age
   ☐ 25–34 years of age
   ☐ 35–44 years of age
   ☐ 45–54 years of age
   ☐ 55 years of age and over

4. Your education (MARK ONE)

   ☐ High school diploma
   ☐ 1 year of college or training beyond high school
   ☐ 2 years of college or training beyond high school
   ☐ 3 years of college or training beyond high school
   ☐ 4 years or more of college or training beyond high school

5. Areas of education and training you specialized in during and after high school. (MARK ALL THAT APPLY)

   ☐ Vocational and technical education
   ☐ Business
   ☐ Trade and industrial arts
   ☐ Apprenticeship in a trade
   ☐ Liberal arts (academic subjects)
   ☐ Other – specify ____________________

6. How many years have you worked in your current position?

   ________ Years in current position

7. How many years have you worked for your present employer?

   ________ Years with present employer

8. How many years have you worked in business or industry?

__________ Total number of years in any business or industry

9. In which occupations have you worked? (MARK ALL THAT APPLY)

( ) **Clerical** such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent

( ) **Craftsman** such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter

( ) **Farmer, farm manager**

( ) **Laborer** such as construction worker, car washer, sanitary worker, farm laborer

( ) **Manager, administrator** such as sales manager, office manager, school administrator, buyer, restaurant manager, government official

( ) **Military** such as career officer, enlisted man or woman in the Armed Forces

( ) **Operative** such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver

( ) **Professional** such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher

( ) **Professional** such as clergyman, dentist, physician, lawyer, scientist, college teacher

( ) **Proprietor or owner** such as owner of a small business, contractor, restaurant owner

( ) **Protective service** such as detective, police officer or guard, sheriff, fire fighter

( ) **Sales such** as salesperson, advertising or insurance agent, real estate broker

( ) **School teacher** such as elementary or high school

( ) **Service** such as barber, beautician, practical nurse, private household worker, janitor, waiter

( ) **Technical** such as draftsman, medical or dental technician, computer programmer

10. How many years have you been a supervisor in any company?

__________ Years in a supervisory position

11. How many persons do you currently supervise?

__________ Persons supervised

12. How many of the persons that you supervise are participants in a school-sponsored vocational program or apprenticeship program?

_________ Number of supervisees in a vocational or apprenticeship program

13. Are you part of your company's management structure? (MARK ONE)

( ) Yes (GO TO NEXT QUESTION)
( ) No (SKIP TO QUESTION 15)

14. Which of the following most closely represents your management title? (MARK ONE)

( ) Supervisor of trainees or apprentices
( ) Supervisor (e.g., head clerk or cashier, unit chief, floor manager)
( ) Department or division manager
( ) Manager (e.g., store manager, director, president)
( ) Craftsman
( ) Foreman
( ) Owner
( ) Other – Specify ____

15. Looking at a typical work week, what percentage of your time is spent on the following functions? (PLEASE MAKE SURE THE COLUMN ADDS UP TO 100%)

Training employees ______ %
Supervising employees ______ %
Job duties other than training and supervision ______ %

16. Do you have the authority to hire persons in **this employee's job**?

( ) Yes, I can hire on my own
( ) Yes, but I share hiring authority with others
( ) No

17. Do you have the authority to fire or terminate persons in **this employee's job**?

( ) Yes, I can fire or terminate employees on my own
( ) Yes, but I share firing authority with others
( ) No

PART J: FIRM CHARACTERISTICS

1. How far from the center of the major city in your area is your firm located? (MARK ONE)

( ) 5 miles or less
( ) 6–10 miles
( ) 11–15 miles
( ) 16–20 miles
( ) 21–25 miles
( ) 26 miles or more

2. In what type of business is your firm engaged? (MARK ONE)

( ) Fast food (carry out)
( ) Grocery and department store trade
( ) Other wholesale/retail trade
( ) Automotive repair and gasoline sales
( ) Other repairs
( ) Finance, insurance, and real estate
( ) Transportation
( ) Public utilities
( ) Communication
( ) Agriculture
( ) Education
( ) Government
( ) Construction
( ) Manufacturing
( ) Health care
( ) Other service
( ) Music and the arts
( ) Sports and entertainment
( ) Other – Specify ______________________________

THE FOLLOWING QUESTIONS REFER TO YOUR LOCATION ONLY. **DO NOT INCLUDE** SUBSIDIARIES OR BRANCHES AT OTHER LOCATIONS. (ESTIMATE IF YOU DO NOT KNOW EXACT FIGURES)

3. How many persons are employed full-time in your firm?

_______ Full-time employees

4. How many persons are employed part-time?

_______ Part-time employees

5. How many of your full-time employees are between the ages of 16 and 24?

_______ Full-time employees, aged 16–24

6. How many of your part-time employees are between the ages of 16 and 24?

_______ Part-time employees, aged 16–24

7. How many of your employees also attend school on a regular basis (i.e., high school, college, apprenticeship school)?

__________ employees attending school

8. Generally speaking, how difficult or easy would you say it is to find reliable **unskilled** workers at "reasonable" wages in your location?

☐ Very difficult
☐ Somewhat difficult
☐ Not very difficult
☐ Easy
☐ Not applicable

9. What is your lowest hourly starting wage for any employee?

$__________ Per hour (starting wage)

10. What is your highest hourly wage for part-time, non-management employees?

$__________ Per hour (highest part-time wage)

11. What is your highest hourly wage for any non-management employee?

$__________ Per hour (highest non-management wage)

12. Are any of your non-management employees' wages and benefits affected by a union's collective-bargaining and negotiation agreements?

☐ Yes (GO TO NEXT QUESTION)
☐ No (SKIP TO NEXT PAGE)

13. Is **this employee's** position subject to union collective bargaining and negotiation agreements?

☐ Yes
☐ No

PART K: TAX CREDIT

1. Have you heard that federal tax credits are available to employers who hire certain types of workers? (USUALLY CALLED TARGETED JOB TAX CREDITS OR TJTC, AND WORK INCENTIVE TAX CREDIT OR WIN)

   ( ) Yes (GO TO NEXT QUESTION)
   ( ) No (GO TO QUESTION 5)

2. Was your company eligible for the tax credit at the time you hired **this employee?**

   ( ) Yes (GO TO NEXT QUESTION)
   ( ) No (STOP)
   ( ) Don't know (STOP)
   ( ) Not applicable (STOP)

3. Does your company receive or expect to receive a tax credit or government reimbursement of part of your training costs for hiring **this employee?**

   ( ) Yes (ANSWER NEXT QUESTION AND STOP)
   ( ) No (STOP)
   ( ) Don't know (STOP)

4. From which program is the money coming? (MARK ONE)

   ( ) TJTC
   ( ) WIN Tax Credit
   ( ) CETA-OJT
   ( ) WIN–OJT
   ( ) Other government subsidy (Specify) ______________________________
   ( ) Don't know

   STOP (SKIP QUESTION 5)

5. If your company could receive a tax credit or government reimbursement for part of the training costs, would you hire workers eligible for that kind of subsidy?

   ( ) Yes
   ( ) Not sure
   ( ) No
   ( ) Don't know

RESPONDENT IDENTIFICATION

Supervisor's Name: ______________________________

Job Title: ______________________________

Name of Business: ______________________________

____

____

Telephone Number: ( ) ______________________________

Student's Name: ______________________________

Program Affiliation:
- ( ) Apprenticeship
- ( ) Distributive Education
- ( ) Cooperative Office Education
- ( ) Intensive Office Education
- ( ) Harbor City
- ( ) Other CETA program
- ( ) Experience-Based Career Education
- ( ) Occupational Work Experience
- ( ) Career Center
- ( ) Control group

PLEASE NOTE THAT YOUR NAME AND YOUR FIRM'S NAME WILL NOT BE IDENTIFIED IN ANY REPORTS PRODUCED BY THIS PROJECT. YOUR RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL.

Date of Interview: ______________________________

Name of Interviewer: ______________________________

PROGRAM STAFF SURVEY

EMPLOYABILITY FACTORS STUDY

The National Center for Research in
Vocational Education
The Ohio State University
Columbus, Ohio 43210

PART 1A: COMPETENCIES NEEDED TO GET A JOB

DIRECTIONS: The following items are different things that employers could learn about persons applying for jobs. Rate the items to show how it would influence hiring decisions of employers in the labor market your program participants are likely to enter. Use the following scale. (MARK ONLY ONE FOR EACH ITEM)

IN THE LABOR MARKET YOUR PROGRAM PARTICIPANTS ARE LIKELY TO ENTER, AN EMPLOYER'S HIRING DECISION WILL BE INFLUENCED. . .

+3	very positively
+2	positively
+1	somewhat positively
0	not at all
-1	somewhat negatively
-2	negatively
-3	would not hire
NA	not applicable

IN THE LABOR MARKET YOUR PROGRAM PARTICIPANTS ARE LIKELY TO ENTER, HOW WOULD EMPLOYERS BE INFLUENCED TO HIRE SOMEONE WHO. . .	very positively	positively	somewhat positively	not at all	somewhat negatively	negatively	would not hire	
1. Looked clean and neat at the interview?	+3	+2	+1	0	-1	-2	-3	NA
2. Gave false information on job application?	+3	+2	+1	0	-1	-2	-3	NA
3. Asked many questions about the job or the company during the interview?	+3	+2	+1	0	-1	-2	-3	NA
4. Understood that a beginner sometimes does boring and low-level work tasks?	+3	+2	+1	0	-1	-2	-3	NA
5. Couldn't read a newspaper?	+3	+2	+1	0	-1	-2	-3	NA
6. Got confused when asked a simple question?	+3	+2	+1	0	-1	-2	-3	NA
7. Used poor grammar when speaking?	+3	+2	+1	0	-1	-2	-3	NA
8. Filled out a job application in a neat and correct manner?	+3	+2	+1	0	-1	-2	-3	NA
9. Called employer after interview to show interest in getting the job?	+3	+2	+1	0	-1	-2	-3	NA
10. Was late for interview appointment?	+3	+2	+1	0	-1	-2	-3	NA
11. Attached a complete job resume to application?	+3	+2	+1	0	-1	-2	-3	NA
12. Asked for 25 cents an hour more than the job normally pays?	+3	+2	+1	0	-1	-2	-3	NA
13. Got A's and B's in all math courses?	+3	+2	+1	0	-1	-2	-3	NA
14. Had not completed high school?	+3	+2	+1	0	-1	-2	-3	NA

IN THE LABOR MARKET YOUR PROGRAM PARTICIPANTS ARE LIKELY TO ENTER, HOW WOULD EMPLOYERS BE INFLUENCED TO HIRE SOMEONE WHO. . .

		very positively	positively	somewhat positively	not at all	somewhat negatively	negatively	would not hire	
15.	Had never worked before?	+3	+2	+1	0	-1	-2	-3	NA
16.	Had 3 jobs in last 6 months?	+3	+2	+1	0	-1	-2	-3	NA
17.	Had just completed a CETA job?	+3	+2	+1	0	-1	-2	-3	NA
18.	Had a previous employer who would rehire him or her?	+3	+2	+1	0	-1	-2	-3	NA
19.	Was convicted for possession of marijuana?	+3	+2	+1	0	-1	-2	-3	NA
20.	Had only done jobs like lawnmowing, babysitting, and delivering newspapers?	+3	+2	+1	0	-1	-2	-3	NA
21.	Was absent 12 different times in his/her last school year?	+3	+2	+1	0	-1	-2	-3	NA
22.	Had taken vocational education curriculum in high school?	+3	+2	+1	0	-1	-2	-3	NA
23.	Had training in the job skills needed for this job but no experience?	+3	+2	+1	0	-1	-2	-3	NA
24.	Was 15% less productive than other workers in his/her last job because he wasn't trying?	+3	+2	+1	0	-1	-2	-3	NA
25.	Was late for work 3 times last year?	+3	+2	+1	0	-1	-2	-3	NA
26.	Was absent from work 12 different times last year?	+3	+2	+1	0	-1	-2	-3	NA
27.	Was 15% less productive than other workers in last job even though he was trying?	+3	+2	+1	0	-1	-2	-3	NA

PART 1B: COMPETENCIES NEEDED TO KEEP A JOB

DIRECTIONS: The following items are problems that could cause employees to lose their jobs during the first few months of employment. We would like to know what you think an employer would do the first time any one of these problems occurred in labor markets similar to those your program participants are likely to enter. Mark one answer to show most closely what the supervisor would do for each problem. (MARK ONLY ONE FOR EACH ITEM)

WHEN AN EMPLOYEE DOES ANY OF THE FOLLOWING THINGS ON THE JOB FOR THE FIRST TIME, THE SUPERVISOR WILL. . .

a. **ignore** the problem even if it persists
b. **discuss** the problem only **if** it **persists**
c. **discuss** the problem **immediately**
d. give a verbal or written **warning** of disciplinary action
e. **suspend** employee
f. **fire immediately**
NA not applicable

IN LABOR MARKETS SIMILAR TO THOSE YOUR PROGRAM PARTICIPANTS ARE LIKELY TO ENTER, WHAT WOULD THE SUPERVISOR DO WHEN THE EMPLOYEE. . .

		ignore	discuss if persists	discuss immediately	warning	suspend	fire immediately	
1.	Wears flashy or sexy clothes to work?	a	b	c	d	e	f	NA
2.	Comes to work dirty and sloppy?	a	b	c	d	e	f	NA
3.	Shows up for work drunk or stoned?	a	b	c	d	e	f	NA
4.	Acts angry or sulks when criticized?	a	b	c	d	e	f	NA
5.	Gripes about working conditions like short coffee breaks or working unpopular shifts?	a	b	c	d	e	f	NA
6.	Gets into an argument with coworkers?	a	b	c	d	e	f	NA
7.	Puts more hours on time sheet than actually worked?	a	b	c	d	e	f	NA
8.	Refuses to do a job because its undesirable or "beneath his dignity?"	a	b	c	d	e	f	NA
9.	Can't read written directions to complete a job?	a	b	c	d	e	f	NA
10.	Doesn't write telephone messages or memos that are easy to understand?	a	b	c	d	e	f	NA
11.	Makes many mistakes in spelling, grammar, and punctuation?	a	b	c	d	e	f	NA
12.	Speaks so poorly that coworkers can't understand what is being said?	a	b	c	d	e	f	NA
13.	Makes many mistakes adding, subtracting, multiplying, or dividing numbers?	a	b	c	d	e	f	NA
14.	Tries but takes twice as long to learn a new job as other workers?	a	b	c	d	e	f	NA

IN LABOR MARKETS SIMILAR TO THOSE YOUR PROGRAM PARTICIPANTS ARE LIKELY TO ENTER, WHAT WOULD THE SUPERVISOR DO WHEN THE EMPLOYEE. . .

	ignore	discuss if persists	discuss immediately	warning	suspend	fire immediately	
15. Tries but is 15% less productive than other workers with the same training?	a	b	c	d	e	f	NA
16. Doesn't try and is 15% less productive than other workers with same training?	a	b	c	d	e	f	NA
17. Seems not to be trying but is no less productive than other workers?	a	b	c	d	e	f	NA
18. Takes an extra hour of break time but finishes assigned work anyway?	a	b	c	d	e	f	NA
19. Misses 2 different days of work the first month?	a	b	c	d	e	f	NA
20. Doesn't call in when sick?	a	b	c	d	e	f	NA
21. Is 20 minutes late to work and has no good excuse?	a	b	c	d	e	f	NA
22. Causes $100 of damage to a piece of equipment?	a	b	c	d	e	f	NA
23. Spends 15 minutes making personal telephone calls during one work day?	a	b	c	d	e	f	NA
24. Needs twice as much supervision as others?	a	b	c	d	e	f	NA
25. Finishes work assigned but does not report back to superior for more work?	a	b	c	d	e	f	NA

PART II: PROGRAM PERSONNEL

Biographical Data

1. Sex (MARK ONE)

( ) Male ( ) Female

2. Race/ethnicity (MARK ONE)

( ) Asian
( ) Black
( ) Hispanic
( ) Native American
( ) White
( ) Other—Specify ______________________________

3. Age (MARK ONE)

( ) 21-25 years of age
( ) 26-29 years of age
( ) 30-35 years of age
( ) 36-45 years of age
( ) 46-70 years of age

Education

4. Highest degree attained (MARK ONE)

( ) High school diploma
( ) Associate degree (2 year college)
( ) BA/BS
( ) MA/MS
( ) PhD/EdD

5. Areas of training and professional preparation obtained through schools (MARK ALL THAT APPLY)

( ) Vocational and technical education
( ) Other education field
( ) Business
( ) Liberal arts
( ) Trade and industrial arts
( ) Apprenticeship
( ) Other - please specify ______________________________

6. State certification or license (MARK ALL THAT APPLY)

( ) Teaching, vocational and technical education
( ) Teaching, other subjects
( ) Counseling
( ) Administration
( ) Craftsperson
( ) Tradesperson
( ) Other - please specify ______________________________

Work History

7. How many years have you worked in your current position? (MARK ONE)

( ) Less than 1 year ( ) 1 year ( ) 2 years ( ) 3-5 years
( ) 6-10 years ( ) More than 10 years

8 How many years have you worked in the employment training and education field? (MARK ONE)

( ) Less than 1 year ( ) 1 year ( ) 2 years ( ) 3-5 years
( ) 6-10 years ( ) More than 10 years

9 Have you ever worked in business or industry? (MARK ONE)

( ) Yes If yes, go to Question 10.
( ) No If no, go to Question 14.

10 How many years have you worked in business or industry? (MARK ONE)

( ) Less than 1 year ( ) 1 year ( ) 2 years ( ) 3-5 years
( ) 6-10 years ( ) More than 10 years

11 In which occupations did you work? (MARK ALL THAT APPLY)

( ) CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent

( ) CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter

( ) FARMER, FARM MANAGER

( ) HOMEMAKER OR HOUSEWIFE ONLY

( ) LABORER such as construction worker, car washer, sanitary worker, farm laborer

( ) MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official

( ) MILITARY such as career officer, enlisted man or woman in the Armed Forces

( ) OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver

( ) PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher

( ) PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher

( ) PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner

( ) PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter

( ) SALES such as salesperson, advertising or insurance agent, real estate broker

( ) SCHOOL TEACHER such as elementary or secondary

( ) SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter

( ) TECHNICAL such as draftsman, medical or dental technician, computer programmer

( ) never worked

( ) don't know

12 Have you ever been a supervisor of employees in business or industry? (MARK ONE)

( ) Yes If yes, go to Question 13.
( ) No If no, go to Question 14.

13 How many **years ago** were you a supervisor in business or industry? ________

Role and Function

14. Looking at a 100 hour period of your work days, how are the 100 hours distributed over the following program functions? (WRITE IN THE PERCENTAGE FOR EACH FUNCTION)

Functions

Basic skills instruction (such as math and writing) ____________ %

Job Skills training ____________ %

Work orientation and motivation ____________ %

Job search training ____________ %

Counseling or advising program participants ____________ %

Job placement ____________ %

Intake and assessment ____________ %

Consulting and conferring with employers ____________ %

Observing program participants at the workplace ____________ %

Planning, organization, and other activities not directly involving time with program participants or employers ____________ %

Other (specify if more than 5 hours) ____________ %

PLEASE CHECK TO SEE THAT YOUR FIGURES TOTAL 100 HOURS

15. What percentage of your time do you spend in the following locations to perform your job? (WRITE IN THE PERCENTAGE FOR EACH LOCATION)

Classroom setting ____________ %

Shop or laboratory setting ____________ %

Office, teachers workroom, or the like ____________ %

Work settings (not in school or classrooms) ____________ %

Other (specify if more than 5%) ____________ %

PLEASE CHECK TO SEE THAT YOUR FIGURES TOTAL 100%

APPENDIX C

EXAMPLES OF WORKER CHARACTERISTICS CONSIDERED IMPORTANT FOR EMPLOYABILITY

EXAMPLE 1

ITEMS FROM AFFECTIVE WORK COMPETENCIES INVENTORY

WHILE I'M AT WORK, I--

1. Acquire new skills in order to advance on the job.
2. Help group members work together.
3. Make adjustments to avoid mistakes.
4. Make decisions without help.
5. Check my work for accuracy.
6. Greet others.
7. Follow step-by-step procedures as required.
8. Follow safety rules.
9. Leave workplace and equipment in good condition for others.
10. Control my temper.
11. Stay with boring tasks until completion.
12. Arrange equipment and materials.
13. Complete my work on time.
14. Systematically plan work activities.
15. Accept work assignments.
16. Push my work on to other workers.
17. Help others when there is a need.
18. Adapt to new circumstances.
19. Am reminded by others to begin work.
20. Recheck work after changes, corrections, or additions.
21. Complain about my job.
22. Deviate from instructions.
23. Am inattentive on the job.
24. Interrupt others.
25. Face problems objectively.
26. Am impatient with coworkers who work slower than me.
27. Follow a daily schedule.
28. Carry out instructions.
29. Increase my rate of work to meet job requirements.
30. Avoid work.
31. Set personal work/job goals.
32. Participate in group activities.
33. Regulate activities in terms of available time.
34. Make decisions without help.
35. Try to eliminate errors.
36. Complain.
37. Follow regulations.
38. Ignore an unsafe workplace.
39. Disturb others who try to work.
40. Maintain an even temperament.
41. Complete work I start.
42. Plan my activities for the day.
43. Begin work on time.
44. Make suggestions about how to save time.

45. Lose interest in my work.
46. Set goals for self-improvement.
47. Involve new members into the workplace.
48. Adjust to various work situations.
49. Work without close supervision.
50. Maintain adequate and precise records.
51. Speak favorably about others.
52. Follow directions.
53. Utilize personal protective equipment/clothing.
54. Damage the property of others.
55. Get angry.
56. Make corrections without complaining.
57. Keep my work area clean.
58. Say that I will do something and then do not do it.
59. Make suggestions about how to save effort.
60. Gaze out the window or at the clock.
61. Accept new training.
62. Work well as a group member.
63. Adjust to new workers and supervisors.
64. Take steps to complete work without constant supervision.

Source: Kazanas and Beach (1978)

EXAMPLE 2

AFFECTIVE WORK COMPETENCIES (AWC) LISTED BY INDUSTRY AND EDUCATORS*

1. Punctual
2. Cooperative
3. Capable
4. Follows directions
5. Responsible
6. Emotionally stable
7. Initiative
8. Honest
9. Dependable
10. Helpful
11. Loyal
12. Adaptable
13. Efficient
14. Ambitious
15. Quality of work
16. Dedicated
17. Reliable
18. Accurate
19. Persevering
20. Judgment
21. Concentrating
22. Careful
23. Cheerful
24. Enthusiastic
25. Independent
26. Intelligent
27. Personal appearance
28. Alert
29. Devoted
30. Recognition
31. Leadership potential
32. Courteous
33. Pleasant
34. Responsive
35. Personality
36. Endurance
37. Tolerance
38. Shyness
39. Tender-mindedness
40. Overall job performance
41. Healthy
42. Creative
43. Considerate
44. Speedy
45. Influence
46. Orderly
47. Patient
48. Poise
49. Interested
50. Curious
51. Forceful
52. Active
53. Aware
54. Resourceful
55. Appreciative
56. Perceptive
57. Achievement
58. Compensation
59. Security
60. Variety
61. Working conditions
62. Friendly

*AWC 1 through 31 were listed by both industry and educators (common)
AWC 32 through 41 were listed only by industry
AWC 42 through 63 were listed only by educators

Clustered Affective Work Competenices

1. Ambitious
2. Cooperative/Helpful
3. Adaptable/Resourceful
4. Considerate/Courteous
5. Independent/Initiating
6. Accurate/Quality of work
7. Careful/Alert/Perceptive
8. Pleasant/Friendly/Cheerful
9. Responsive/Follows directions
10. Emotionally stable/Judgmental/Poised
11. Persevering/Patient/Enduring/Tolerant
12. Neat/Orderly/Personal appearance/Manner
13. Dependable/Punctual/Reliable/Responsible
14. Efficient/Quality of work/Achieving/Speedy
15. Dedicated/Devoted/Honest/Loyal/Conscientious

Source: Beach (1981)

EXAMPLE 3

EMPLOYABILITY SKILLS IDENTIFIED IN A SURVEY OF VO-ED GRADUATE AND EMPLOYERS

For Getting a Job

- Be on time
- Look neat and well-groomed
- Communicate well
- Answer questions completely and clearly
- Communicate a genuine interest in the job
- The resume should:
  - Be neat and readable
  - Include relevant work experience
  - Include references

For Keeping a Job or Getting Promoted

- Be dependable
- Accept responsibility
- Follow directions
- Get the job done well
- Get the job done on time
- Be able to get along with the employer
- Work in harmony with peers

Source: Jump and Trotter (1978)

EXAMPLE 4

OCCUPATIONAL SURVIVAL SKILLS IDENTIFIED BY WORKERS AS BEING MOST IMPORTANT FOR MAINTAINING THEIR JOBS

1. Be dependable (82%)*
2. Follow instructions (58%)
3. Know what an employer expects (51%)
4. Manage time and materials efficiently (53%)
5. Get along with a variety of people (58%)
6. Maintain good health (50%)
7. Be punctual (53%)
8. Adapt to varying work situations
9. Work without close supervision (52%)
10. Be loyal to employer
11. Work as a team member
12. Work under tension or pressure
13. Use initiative and imagination
14. Make decisions on your own
15. Be neat and clean in appearance
16. Follow safety regulations
17. Use information, materials, and equipment
18. Have basic speaking skills
19. Have basic arithmetic skills
20. Have basic writing skills
21. Organize work activities of others

*Skills rated as VERY IMPORTANT (the highest rating for job maintenance by at least 50% of the total respondents).

Source: Leach and Nelson (1978)

EXAMPLE 5

ATTITUDES AND NEEDS OF CULTURALLY DEPRIVED ADOLESCENTS

Attitude	Need
Desire to Work	1. To learn the satisfaction of work
	2. To learn to work quickly and efficiently
	3. To develop pride and self-confidence
Responsibility and Dependability	4. To be punctual
	5. To maintain a clean work area
	6. To learn the importance of personal grooming
	7. To follow instructions
	8. To handle money carefully and accurately
Appreciation for Quality	9. To learn to distinguish good work from poor
	10. To do his best in every aspect of his job
Personal Satisfaction	11. To be happy with his work
	12. To find work he is competent to do
Loyalty	13. To cooperate with his employer
	14. To be compatible with co-workers
	15. To uphold employer's standards
Pride in Accomplishments	16. To feel useful in his work
Dignity of Work	17. To approach his job seriously and to the best of his ability(see #10)
Adaptability	18. To continue learning after graduation
	19. To be able to adjust to new methods and materials
	20. To meet increased responsibility
Life Aspirations	21. To formulate feasible long-range goals
	22. To be willing to assist others

Source: Reed (1969)

EXAMPLE 6

MAJOR COMPONENTS AND PERFORMANCE MEASURES OF THE PROGRAM FOR ASSESSING YOUTH EMPLOYMENT SKILLS

Attitudinal Measures	Performance Measured
1. Job-holding Skills tests adaptation to the world of work (appropriate behavior on the job)	Perceptions of desired behavior and work expectation on the job
2. Attitude toward Supervision measures attitude and responsiveness toward authority	Willingness to accept responsibility imposed by authority figures under a variety of circumstances
3. Self-confidence explores feelings of interpersonal competence within the context of social and employment situations and the ability to make things happen	Feeling of self-worth, acceptance, and achievement within a variety of sociocultural and vocational situations
Cognitive Measures	**Performance Measured**
4. Job Knowledge depicts a variety of jobs and asks basic questions concerning education and work requirements, performance standards, tools, and salary	General job knowledge and interest
5. Job-seeking Skills assess ability to seek employment through want ads and job applications	Job search skills
6. Practical Reasoning identifies basic ability to follow directions and offer workable solutions through hypothetical job-related problem solving	Ability to follow directions
7. Vocational Interest Inventory measures interest in seven cluster areas (Aesthetic, Business, Clerical, Outdoor, Service, Science, and Technical)	Occupational preferences

Source: Parker (1982)

EXAMPLE 7

SELECTED ITEMS FROM THE WORK ATTITUDES, WORK HABITS, AND EMPLOYABILITY SKILLS QUESTIONNAIRE

Place a T in the blank for each True statement and an F for each False statement.

_____ 1. Honesty on a work application form is a legal requirement.

_____ 2. In a production-oriented job, it is not necessary to get along with one's coworkers.

_____ 3. Women are absent from work more often than men.

_____ 4. Good worker conditions often mean fewer worker absences.

_____ 5. Frequent absences may cause employees to lose their jobs even if they are good workers.

_____ 6. A worker who has a headache should stay home for the entire day.

_____ 7. Workers should quit their job if they have problems in their present job.

_____ 8. Absenteeism is a frequent source of trouble on the job.

_____ 9. There are unstated commitments that exist between an employer and the employee.

_____10. People starting new jobs are often nervous because they want to make good impressions. Because of this nervousness, sometimes they make more mistakes than usual.

_____11. New employees are instantly accepted by coworkers. They seldom feel lonely or left out.

_____12. Many workers feel it is better to hide the mistakes they have made because they don't want to get into trouble.

_____13. Workers who are frequently late seldom create problems for other employees.

_____14. Some workers run to their supervisors with simple questions or problems that could be solved without bothering the supervisor.

_____15. Workers who spend a lot of time socializing together when working are also being fair to their employer.

_____16. You have been notified that a friend has had an automobile accident and she wants you to stay with her on a workday. You can:

    a. Go to work and plan to be with the friend during non-working hours
    b. Go to work and arrange with the boss to leave early to visit the friend
    c. Call the boss and explain
    d. Go to see the friend for awhile in the morning, and get to work a little late
    e. Any of the above

_____17. If you realize one morning that you're too sick to go to work, what should you do?

a. Wait until the afternoon to see if you are really sick, then call your supervisor to explain
b. Call your supervisor as early in the morning as you can to notify him or her of your absence
c. Don't tell anyone about the absence, but plan to work overtime later that week
d. Get a note from your doctor to show to your supervisor when you return to work and explain the reason for the absence then
e. Any of the above

_____18. If you know in advance that you have to be absent from work for a doctor's appointment, what is the best thing to do?

a. Talk to your supervisor as soon as you know you will need to be out
b. The day after you are absent, go to your supervisor and explain why you were out
c. On the day you are out, have a friend or relative call your supervisor and explain your absence
d. Call your supervisor from the doctor's office and say you won't be in
e. Any of the above

_____19. What kinds of problems can result from using a replacement worker, when the regular worker is absent?

a. The replacement person may not be a good worker and could do a bad job
b. Other workers waste time waiting for the replacement to show up
c. The supervisor can't do part of his job because he has to break in the replacement worker
d. All of the above

_____20. Absence or tardiness of workers on an assembly line:

a. Has little effect on the quality of goods produced
b. Has little effect on the quantity of good produced
c. Saves the company money by decreasing the day's payroll
d. Has a great effect on both quantity and quality

Source: Hensley (1979)

APPENDIX D

CODING AND QUALITY CHECKS ON THE DATA

CODING AND QUALITY CHECKS ON THE DATA

Coding for both waves of the study was done in-house by undergraduate college students under direct supervision of a full-time staff person. All questionnaire responses were transcribed into numeric scores (codes) and transferred to modified FORTRAN coding forms. The data were then punched onto magnetic tape by an outside firm under subcontract. The following sections describe how coders were trained, and the procedures used to code and check the data.

Training

Training of coders for each waves of the study consisted of approximately two hours of orientation to the questionnaires, the coding forms, and the step-by-step procedures. Much of training involved actual practice in coding sample questionnaires.

Coding Procedures

Prior to coding, questionnaires were screened for completeness and edited for irregularities. Those containing missing information were returned to the field, whenever feasible.

During the first wave of coding, transparent overlays for each page of the questionnaires were used by coders as the source of coding instructions (card and column locations for recording codes on the coding forms and instructions as to what codes to use). Procedures were simplified during the second wave by inclusion of coding instructions inside the questionnaire booklets, in the left-hand margins (next to each questionnaire item).

Most items in the questionnaires were either closed-ended or scale questions. Coding of these items required transferring, to the coding form, the numeric score (for the response) indicated on the overlay (time 1) or in the left-hand margin of the questionnaire page (time 2).

Most of the open-ended items in the questionnaires measured quantitative variables, such as hours employed; coding of such items involved transferring the numerical response directly to the coding form. Two open-ended questionnaire items in the student posttest and employer questionnaires elicited job title/duty information. Coding of these items was done separately by the coding supervisor using U.S. Census Bureau occupation codes; the supervisor was familiar with the codes and procedures of this system through previous experience.

Whenever a coder had difficulty coding an item, the coder conferred with the supervisor. If an immediate decision could not be reached, coding of the item was postponed by "referring" the problem. Such referrals were coded at a later time after additional deliberation by the supervisor, sometimes in consultation with the project director.

Decisions reached through this procedure were recorded in a specially created resolution log. The purpose of this recording system was to provide a permanent record of decisions on all less-than-straightforward cases in the coding. Use of the system ensured consistency in the coding of cases subsequent to the decision, and enabled retrieval of coded cases if later considerations dictated changes in previously reached decisions.

Quality Checks

Each coder's work was monitored daily and quality checks on all variables were performed on every fifth case coded by each coder (20 percent). A written record of all errors was kept and used in providing feedback to coders. During the first wave, most of the quality checks were performed by a graduate student member of the staff, with student coders involved to a lesser extent (checking each other's work); during the second wave, all quality checks were done by the student coders (on each other's work) under close supervision of the coding supervisor. The average error rate (per variable) for coding of the four instruments was .67 percent. After the data were punched, additional quality checks were performed on the data. A computer program to identify out-of-range values on all variables was used. Additional computer checks, including checks for duplicate data and errors in identification numbers, were also performed.

APPENDIX E

RANK ORDER AND MEDIAN DATA ON THE DEPENDENT MEASURES

NOTE: Due to limited space on some tables we have abbreviated program names as follows:

APPR = Apprentice School
CETA = Comprehensive Employment and Training Act
DIST = Distributive Education
COOP = Cooperative Office Education
OFED = Intensive Office Education
WEXP = Work Experience Program
EBCE = Experience-Based Career Education
CNTR = Career Skill Centers
OTHR = Other
NONE = No Program

TABLE E-1

PRETEST

RANK ORDER* OF SCALE VARIABLES FOR HIRING STANDARDS BY PROGRAM

	OVERALL RANK	ITEM	APPR	CETA	DIST	COOP	OFED	WEXP	EBCE	CNTR	OTHR	NONE
Least Influence	1	Only job lawnmowing	1	2	1	2	2	1†	5	2	3	1
	2	15% less productive--trying	6	1	2	1	1	1†	2	1	1	3
	3	No previous work experience	4	4	3	3	3	8	4	3	5	2
	4	Late for work 3 times last year	3	3	4	6	4†	3	3	4	2	4
	5	Just completed CETA	2	19	5	4	13	10	6	5	6	7
	6	Absent 12 times last school year	5	5	6	7	4†	4†	7	7	7†	5
	7	Aware beginner does low tasks	9	6	8	10	6	4†	8	6	9	6
	8	Asked for 25¢ raise	7	8	11	9	10	4†	9	12	7†	8
	9	Confused by simple questions	10	9	7	8	8†	18	12	11	18	9
	10	Poor grammar	8	16	9	15	11	13	13	13	12	10
	11	Not finished high school	18	7	13	12	7	11	10	15	14	11
	12†	Previous employer would rehire	15	17	10	11	12	9	16	8	9	15
	12†	15% less productive--not trying	17	10	14	13	8†	12	1	9	19	13
	14	Late for interview	13	13	17	18	14†	14	14	14	20	12
	15	3 jobs in 6 months	14	12	15†	14	18	20	15	10	17	14
	16†	Has training but no work experience	12	11	18	16†	19	15	17	20	10	17
	16†	Absent 12 times last job	16	14	13†	16†	14†	16	11	17	11	16
	18	Got A's and B's in math	22	18	12	5	14†	4†	19	16	15	18
	19	Had voc ed curriculum in high school	11	20	21	19	17	21†	20	24	16	18
	20	Asked questions about job	20	22	20	20	22†	19	21	18	21	20
	21	Convicted--marijuana	19	15	19	22	22†	21†	22	21	13	21
	22	Attached resume to application	23	24†	24	23†	24†	17	18	22†	29	23
	23	Called back after interview	21	24†	25	23†	21	23†	23	22†	22	23
	24	Couldn't read newspaper	25	21	22	21	20	25†	24	19	23	24
	25	Neat application	24	26	23	25	24†	23†	26	25	26	25
	26	False information on application	27	23	27	27	26	25†	25	26†	25	26
Most Influence	27	Clean and neat	26	27	26	26	27	27	27	26†	27	27

* Items are ranked from 1 to 27, where 1 means least influence and 27 means most influence on employer's hiring decision

___† Tied with another item(s) for this particular rank

TABLE E-2

PRETEST

MEDIANS OF SCALE VARIABLES FOR HIRING STANDARDS BY PROGRAM

	OVERALL RANK[a]	ITEM	APPR	CETA	DIST	COOP	OFED	WEXP	EBCE	CNTR	OTHR	NONE
Least Influence	1	Only job lawnmowing	4.30	3.96	3.90	3.90	4.12	4.00†	4.23	3.89	4.39	4.09
	2	15% less productive--trying	4.70	3.41	4.04	3.77	3.83	4.00†	3.68	3.76	3.47	4.33
	3	No previous work experience	4.63	4.56	4.14	4.21	4.36	4.64	4.11	4.15	4.59	4.29
	4	Late for work 3 times last year	4.37	4.17	4.37	4.79	4.50†	4.10	4.04	4.36	4.25	4.37
	5	Just completed CETA	4.31	5.85	4.48	4.58	5.37	4.90	4.38	4.66	4.71	4.80
	6	Absent 12 times last school year	4.68	4.62	4.78	4.[illegible]3	4.50†	4.50†	4.60	4.84	4.78†	4.71
	7	Aware beginner does low tasks	5.19	4.77	5.12	5.03	4.83	4.50†	4.86	4.77	5.00	4.73
	8	Asked for 25¢ raise	4.86	4.85	5.31	4.97	5.17	4.50†	4.89	5.21	4.78†	5.18
	9	Confused by simple questions	5.28	5.08	5.01	4.96	5.10†	5.75	5.14	5.18	5.46	5.24
	10	Poor grammar	5.05	5.44	5.20	5.40	5.21	5.33	5.23	5.36	5.22	5.26
	11	Not finished high school	5.72	4.81	5.39	5.32	5.07	5.17	4.90	5.39	5.32	5.27
	12†	Previous employer would rehire	5.60	5.74	5.30	5.14	5.33	4.75	5.29	5.12	4.57	5.56
	12†	15% less productive--not trying	5.65	5.11	5.46	5.37	5.10†	5.30	3.08	5.14	5.52	5.54
	14	Late for interview	5.53	5.25	5.64	5.57	5.50†	5.36	5.24	5.37	5.54	5.46
	1[illegible]	3 jobs in 6 months	5.55	5.15	5.50†	5.39	5.77	5.87	5.27	5.17	5.45	5.55
	16†	Has training but no work experience	5.35	5.13	5.72	5.50†	5.87	5.50	5.33	5.88	5.10	5.60
	16†	Absent 12 times last job	5.62	5.27	5.50†	5.50†	5.50†	5.64	5.09	5.54	5.15	5.58
	18	Got A's and B's in math	5.87	5.82	5.36	4.72	5.50†	4.50†	5.72	5.45	5.35	5.61
	19	Had voc ed curriculum in high school	5.32	5.89	5.89	5.90	5.64	5.93†	5.74	6.17	5.37	5.66
	20	Asked questions about job	5.81	6.29	5.77	5.92	6.21†	5.83	5.94	5.66	5.81	5.74
	21	Convicted--marijuana	5.78	5.42	5.76	6.00	6.21†	5.93†	6.14	6.06	5.27	5.93
	22	Attached resume to application	5.99	6.50†	6.39	6.25†	6.50†	5.67	5.70	6.15†	6.04	6.07
	23	Called back after interview	5.86	6.50†	6.48	6.25†	6.17	6.17†	6.18	6.15†	5.87	5.98
	24	Couldn't read newspaper	6.19	6.14	5.91	5.93	6.00	6.50†	6.21	5.79	5.89	6.11
	25	Neat application	6.05	6.72	6.35	6.54	6.50†	6.17†	6.65	6.43	6.22	6.23
	26	False information on application	6.63	6.32	6.67	6.74	6.73	6.50†	6.63	6.65†	6.18	6.56
Most Influence	27	Clean and neat	6.24	6.83	6.61	6.68	6.77	6.75	6.75	6.[illegible]†	6.77	6.61

[a] Items are ranked from 1 to 27, where 1 means least influence and 27 means most influence on employer's hiring decision

___† Tied with another item(s) for this particular rank

TABLE E-3

PRETEST

RANK ORDER[*] OF SCALE VARIABLES FOR DISCIPLINARY STANDARDS BY PROGRAM

	OVERALL RANK	ITEM	APPR	CETA	DIST	COOP	OFED	WEXP	EBCE	CNTR	OTHR	NONE
Least Influence	1	Seems not to be trying	3	15	1	4	2	1	1	4	2	1
	2	Tries but is 15% less productive	6†	1	3	2	1	7	2†	3	3	3
	3	Wears flashy or sexy clothes	2	2	5	7	6	3	2†	2	1	2
	4	Gripes about working conditions	5	3	6	5	5	5†	5	5	4	4
	5	Tries but takes twice as long	9	4†	4	3	3	8	4	9	5	5
	6	Makes many mistakes in spelling	4	4†	2	8	11†	9†	6	10	6	6
	7†	Doesn't write telephone message	6†	7	13	11†	11†	9†	8	1	7†	7†
	7†	Speaks poorly coworkers can't understand	8	4†	8†	11†	4	4	9†	[illegible]	7†	9†
	7†	Takes an extra hour break time	12	8†	11	11†	14†	5†	7	7	7†	7†
	10†	Comes to work dirty and sloppy	1	8†	14†	14	13	9†	11	13	12	11
	10†	Acts angry/sulks when criticized	10	19	14†	6	10	9†	12†	12	7†	12†
	10†	Misses 2 different days	17†	11	7	1	7†	2	9†	11	13	9†
	10†	Doesn't report back for more work	11	10	8†	10	7†	17†	12†	6	11	12†
	14	Can't read written directions	15	12	10	15	13	15	20†	16	14	14
	15	Makes many mistakes adding,	13	13†	12	9	9	16	15	14†	15	15
	16	Needs twice as much supervision	14	13†	16	17	14†	14	14	14†	17	17
	17	Gets into arguments - coworkers	16	17	17	18	17	17†	16	17	16	16
	18	Spends 15 minutes making phone calls	17†	22	21	23	24	13	19†	23	23	22
	19	Is 20 minutes late to work	22	18	19	19	21	19	17	20	19	19
	20	Doesn't call in when sick	21	20	23	20†	22	22	19	21	20	20
	21	Doesn't try 15% less productive	20	21	20	22	14†	23	20†	19	21	21
	22	Causes $100 of damage	17†	22	21	23	24	13	24	23	23	22
	23	Refuses job - beneath dignity	23	23	22	20†	19	20	22	22	22	23
	24	Puts more hours on time sheet	24	24	24	24	23	24	23	24	24	24
Most Influence	25	Shows up drunk or stoned	25	25	25	25	25	25	25	25	25	25

[*] Items are ranked from 1 to 25, where 1 means least influence and 25 means most influence on employer's hiring decision

___† Tied with another item(s) for this particular rank

TABLE E-4

PRETEST

MEDIANS OF SCALE VARIABLES FOR DISCIPLINARY STANDARDS BY PROGRAM

	OVERALL RANK[*]	ITEM	APPR	CETA	DIST	COOP	OFED	WEXP	EBCE	CNTR	OTHR	NONE
Least Influence	1	Seems not to be trying	1.86	3.11	1.99	2.24	2.03	1.70	2.85	2.43	2.49	2.06
	2	Tries but is 15% less productive	2.01[†]	2.84	2.38	2.12	1.98	2.79	2.87[†]	2.28	2.81	2.82
	3	Wears flashy or sexy clothes	1.73	2.91	2.54	2.68	2.80	2.62	2.87[†]	2.15	2.44	2.17
	4	Gripes about working conditions	2.00	2.96	2.55	2.45	2.64	2.70[†]	2.96	2.55	2.89	2.91
	5	Tries but takes twice as long	2.17	2.99[†]	2.50	2.18	2.06	2.93	2.95	2.87	2.92	2.92
	6	Makes many mistakes in spelling	1.99	2.99[†]	2.32	2.85	2.94[†]	3.00[†]	2.98	2.95	2.95	2.96
	7[†]	Doesn't write telephone message	2.01[†]	3.00	2.99	3.00[†]	2.94[†]	3.00[†]	3.00	2.01	2.99[†]	2.99[†]
	7[†]	Speaks poorly coworkers can't under	2.04	2.99[†]	2.86[†]	3.00[†]	2.61	2.64	3.01[†]	2.85	2.99[†]	3.00[†]
	7[†]	Takes an extra hour break time	2.68	3.02[†]	2.93	3.00[†]	3.00[†]	2.70[†]	2.99	2.77	2.99[†]	2.99[†]
	10[†]	Comes to work dirty and sloppy	1.37	3.02[†]	3.00[†]	3.04	3.23	3.00[†]	3.02	3.04	3.02	3.01
	10[†]	Acts angry/sulks when criticized	2.43	3.95	3.00[†]	2.61	2.93	3.00[†]	3.04[†]	3.01	2.99[†]	3.02[†]
	10[†]	Misses 2 different days	3.03[†]	3.05	2.85	2.04	2.87[†]	2.50	3.01[†]	2.99	3.06	3.00[†]
	10[†]	Doesn't report back for more work	2.61	3.04	2.86[†]	2.98	2.87[†]	3.25[†]	3.04[†]	2.73	3.01	3.02[†]
	14	Can't read written directions	2.93	3.07	2.92	3.09	2.95	3.21	4.00[†]	3.08	3.07	3.06
	15	Makes many mistakes adding,	2.74	3.08[†]	2.98	2.90	2.90	3.22	3.17	3.05[†]	3.09	3.10
	16	Needs twice as much supervision	2.90	3.08[†]	3.18	3.11	3.00[†]	3.08	3.14	3.05[†]	3.82	3.14
	17	Gets into arguments--coworkers	2.96	3.82	3.19	3.17	3.10	3.25[†]	3.81	3.28	3.19	3.12
	18	Spends 15 minutes making phone calls	3.12[†]	3.81	3.63	3.10	3.72	3.70	3.95[†]	3.58	3.88	3.87
	19	Is 20 minutes late to work	3.87	3.94	3.72	3.92	3.83	3.30	3.93	3.85	3.98	3.93
	20	Doesn't call in when sick	3.85	3.98	4.00	3.97[†]	[illegible]	3.93	3.96	3.93	3.99	3.98
	21	Doesn't try 15% less productive	3.24	4.00	3.73	3.99	3.00[†]	4.00	4.00[†]	3.66	4.00	4.00
	22	Causes $100 of damage	3.03[†]	4.21	3.79	4.02	4.50	3.07	4.96	4.06	4.14	4.04
	23	Refuses job--beneath dignity	3.91	4.25	3.98	3.97[†]	3.50	3.37	4.20	4.00	4.11	4.09
	24	Puts more hours on time sheet	4.57	4.92	4.76	4.61	4.42	4.50	4.90	4.45	4.92	4.99
Most Influence	25	Shows up drunk or stoned	4.96	5.95	5.01	5.43	5.28	5.00	5.95	4.98	5.01	5.02

[*] Items are ranked from 1 to 25, where 1 means least influence and 25 means most influence on employer's hiring decision

[†] Tied with another item(s) for this particular rank

TABLE E-5

POST-TEST

RANK ORDER[*] OF SCALE VARIABLES FOR HIRING STANDARDS BY PROGRAM

	OVERALL RANK	ITEM	APPR	CETA	DIST	COOP	OFED	WEXP	EBCE	CNTR	OTHR	NONE
Least Influence	1	Only job lawnmowing	1	5	1	2	1	6	2	1	1	1
	2	15% less productive--trying	3	1	4	1	4	3	1	2	5	4
	3	Late for work 3 times last year	2	3	3	4	5	2	3[†]	4	2	3
	4	No previous work experience	6	6	2	3	2	7	3[†]	3	3	2
	5	Absent 12 times last school year	5	2	6	5	6	1	5	5	6	5[†]
	6	Just completed CETA	4	11	5	7	3	5	8	7	7	5[†]
	7	Asked for 25¢ raise	7	4	8	6	7	8	6	9	4	7
	8	Aware beginner does low tasks	9	13	7	8[†]	12	4	9	6	9	8
	9	Confused by simple questions	11[†]	11	11	11[†]	13[†]	15[†]	12[†]	12	10	9
	10	Not finished high school	15	7	9	15	11	9[†]	10	8	12[†]	10
	11	Poor grammar	8	14	13	16	9	15[†]	14	15	8	11
	12	3 jobs in 6 months	17	8	16	8[†]	16	18	7	13	15	12
	13	Previous employer would rehire	18	18[†]	10	10	8	12[†]	11	11	18	14[†]
	14	15% less productive--not trying	19	10	12	13[†]	17	14	15	10	12[†]	13
	15	Late for interview	16	16	18	11[†]	13[†]	12[†]	12[†]	16[†]	19	16
	16	Absent 12 times last job	13[†]	9	17	17	18[†]	19	17	18	11	14[†]
	17	Has training but no work experience	11[†]	15	14	18	13[†]	9[†]	18	16[†]	16	19
	18	Got A's and B's in math	20	20	15	13[†]	10	11	19	14	17	18
	19	Had voc ed curriculum in high school	10	18[†]	20	20	18[†]	15[†]	21	22	21	12
	20	Convicted--marijuana	13[†]	12	19	19	20	21	16	20	14	20
	21	Asked questions about job	22	24	21	21	21	20	22	19	22	21
	22	Couldn't read newspaper	24	21	22	26	23	22	20	23	20	22
	23	Called back after interview	21	22	23	22[†]	22	23	23	21	24	23
	24	Attached resume to application	25	23	25	25	25	25	24	26	23	25
	25	Neat application	23	26	24	24	24	24	25	24[†]	26	24
	26	False information on application	27	25	26	22[†]	26	27	26	24[†]	25	26
Most Influence	27	Clean and neat	26	27	27	27	27	26	27	27	27	27

[*] Items are ranked from 1 to 27, where 1 means least influence and 27 means most influence on employer's hiring decision

[†] Tied with another item(s) for this particular rank

TABLE E-6

POST-TEST

MEDIANS OF SCALE VARIABLES FOR HIRING STANDARDS BY PROGRAM

	OVERALL RANK[*]	ITEM	APPR	CETA	DIST	COOP	OFED	WEXP	EBCE	CNTR	OTHR	NONE
Least Influence	1	Only job lawnmowing	4.21	4.55	3.88	4.06	3.36	4.70	4.16	4.17	4.22	4.05
	2	15% less productive--trying	4.33	3.40	4.67	3.69	4.77	4.30	3.57	4.21	4.44	4.49
	3	Late for work 3 times last year	4.28	4.10	4.65	4.50	4.80	4.25	4.20[†]	4.39	4.23	4.36
	4	No previous work experience	4.60	4.61	4.41	4.37	4.50	4.79	4.20[†]	4.31	4.31	4.31
	5	Absent 12 times last school year	4.59	4.08	4.77	4.69	4.83	3.50	4.24	4.66	4.74	4.75[†]
	6	Just completed CETA	4.50	5.35	4.73	4.79	4.64	4.64	5.06	4.88	4.76	4.75[†]
	7	Asked for 25¢ raise	4.68	4.50	5.17	4.70	4.90	4.83	4.81	5.07	4.33	4.80
	8	Aware beginner does low tasks	5.06	4.97	5.12	4.94[†]	5.37	4.50	5.09	4.73	5.04	4.91
	9	Confused by simple questions	5.25[†]	4.92	5.31	5.17[†]	5.50[†]	5.50[†]	5.24[†]	5.24	5.07	5.03
	10	Not finished high school	5.30	4.70	5.22	5.20	5.36	5.00[†]	5.14	5.06	5.18[†]	5.19
	11	Poor grammar	5.00	5.06	5.37	5.35	5.21	5.50[†]	5.28	5.45	5.00	5.27
	12	3 jobs in 6 months	5.33	4.71	5.45	4.94[†]	5.60	5.62	5.05	5.31	5.31	5.30
	13	Previous employer would rehire	5.43	5.45[†]	5.25	5.06	4.93	5.17[†]	5.15	5.23	5.55	5.36[†]
	14	15% less productive--not trying	5.56	4.88	5.35	5.19[†]	5.72	5.21	5.32	5.17	5.18[†]	5.32
	15	Late for interview	5.31	5.17	5.55	5.17[†]	5.50[†]	5.17[†]	5.24[†]	5.54[†]	5.54	5.37
	16	Absent 12 times last job	5.27[†]	4.86	5.48	5.40	5.75[†]	5.72	5.40	5.64	5.13	5.36[†]
	17	Has training but no work experience	5.25[†]	5.15	5.38	5.50	5.50[†]	5.00[†]	5.50	5.54[†]	5.37	5.47
	18	Got A's and B's in math	5.63	5.54	5.42	5.19[†]	5.30	5.04	5.54	5.38	5.53	5.45
	19	Had voc ed curriculum in high school	5.19	5.45[†]	5.79	5.68	5.75[†]	5.50[†]	5.77	6.20	5.67	5.39
	20	Convicted--marijuana	5.27[†]	4.95	5.67	5.60	5.90	5.79	5.39	5.92	5.19	5.71
	21	Asked questions about job	5.87	6.08	5.91	6.02	5.95	5.77	5.96	5.79	5.93	5.76
	22	Couldn't read newspaper	5.99	5.67	6.09	6.54	6.36	6.00	5.76	6.50	5.61	6.02
	23	Called back after interview	5.72	6.06	6.45	6.10[†]	6.33	6.12	6.21	6.06	6.23	6.08
	24	Attached resume to application	6.02	6.09	6.56	6.35	6.67	6.50	6.51	6.60	6.22	6.28
	25	Neat application	5.88	6.40	6.46	6.29	6.59	6.33	6.58	6.58[†]	6.52	6.25
	26	False information on application	6.54	6.14	6.70	6.10[†]	6.77	6.86	6.61	6.58[†]	6.33	6.48
Most Influence	27	Clean and neat	6.43	6.62	6.86	6.85	6.87	6.68	6.84	6.85	6.77	6.74

[*] Items are ranked from 1 to 27, where 1 means least influence and 27 means most influence on employer's hiring decision

[†] Tied with another item(s) for this particular rank

TABLE E-7

POST-TEST

RANK ORDER* OF SCALE VARIABLES FOR DISCIPLINARY STANDARDS BY PROGRAM

	OVERALL RANK	ITEM	APPR	CETA	DIST	COOP	OFED	WEXP	EBCE	CNTR	OTHR	NONE
Least Influence	1	Seems not to be trying	1	12†	1	4	1	1	1	1	2	1
	2	Tries but takes twice as long	9	1	3	2	2	3	2	4	4	2
	3	Wears flashy or sexy clothes	10	2	6	5	5	4	3	5	7†	3
	4	Tries but is 15% less productive	3†	10	4	3	3	2	4	6	7†	5†
	5	Makes many mistakes in spelling	8	8†	5	9	6	6	5	3	9	4
	6	Gripes about working conditions	7	11	2	6	4	8	7	9	5	5†
	7	Doesn't write telephone message	11	8†	7	10†	8†	7	6	8	1	7
	8†	Makes many mistakes adding,	6	14	8	12†	8†	12†	8†	10	10	9†
	8†	Takes an extra hour break time	13	21	9†	14†	17	11	8†	2	3	8
	10†	Speaks poorly coworkers can't understand	3†	5†	9†	12†	12	12†	8†	11	11	9†
	10†	Doesn't report back for more work	3†	5†	9†	7	10	5	11†	7	12†	11†
	12†	Comes to work dirty and sloppy	2	3†	12†	8	16	9†	11†	12†	14	11†
	12†	Acts angry/sulks when criticized	15	5†	12†	17	14	19	14	12†	12†	11†
	12†	Misses 2 different days	16†	3†	12†	1	7	9†	11†	12†	6	11†
	15†	Gets into arguments--coworkers	14	15	15	14†	13	14	16	16	18	15
	15†	Needs twice as much supervision	12	17	16†	16	11	18	15	12†	15†	16
	17	Can't read written directions	16†	12†	16†	18	15	16	17	17	15†	17
	18	Spends 15 minutes making phone calls	19†	16	18	10†	18†	20	19	18	15†	19
	19	Is 20 minutes late to work	22	18	19	23	20	22	18	20	19	18
	20	Doesn't call in when sick	19†	19	22	22	21	23	20	22	20	20
	21	Doesn't try 15% less productive	19†	22	20	19	18†	21	21	21	21	21
	22	Causes $100 of damage	18	24	21	20	22	15	23	23	22†	22†
	23	Refuses job--beneath dignity	23	23	23	21	24	17	22	19	22†	22†
	24	Puts more hours on time sheet	25	20	25	24	23	24	24	24	24	24
Most Influence	25	Shows up drunk or stoned	24	25	24	25	25	25	25	25	25	25

* Items are ranked from 1 to 25, where 1 means least influence and 25 means most influence on employer's hiring decision

___† Tied with another item(s) for this particular rank

TABLE E-8

POST-TEST

MEDIANS OF SCALE VARIABLES FOR DISCIPLINARY STANDARDS BY PROGRAM

	OVERALL RANK[*]	ITEM	APPR	CETA	DIST	COOP	OFED	WEXP	EBCE	CNTR	OTHR	NONE
Least Influence	1	Seems not to be trying	1.93	3.09[†]	2.07	2.12	2.17	1.83	2.15	2.02	2.16	2.00
	2	Tries but takes twice as long	2.08	2.79	2.12	2.07	2.18	2.18	2.40	2.15	2.59	2.43
	3	Wears flashy or sexy clothes	2.10	2.80	2.88	2.39	2.62	2.22	2.58	2.22	2.76[†]	2.73
	4	Tries but is 15% less productive	2.02[†]	3.03	2.14	2.11	2.25	2.14	2.85	2.55	2.76[†]	2.88[†]
	5	Makes many mistakes in spelling	2.07	3.02[†]	2.77	2.87	2.77	2.84	2.93	2.14	2.85	2.87
	6	Gripes about working conditions	2.05	3.06	2.11	2.50	2.61	2.90	2.95	2.95	2.61	2.88[†]
	7	Doesn't write telephone message	2.76	3.02[†]	2.90	2.94[†]	2.83[†]	2.89	2.94	2.89	2.10	2.93
	8[†]	Makes many mistakes adding,	2.04	3.10	2.97	2.96[†]	2.83[†]	2.99[†]	2.99[†]	2.98	2.98	2.99[†]
	8[†]	Takes an extra hour break time	2.96	3.97	2.99[†]	2.98[†]	3.21	2.95	2.99[†]	2.04	2.36	2.97
	10[†]	Speaks poorly coworkers can't under	2.02[†]	3.01[†]	2.99[†]	2.96[†]	2.99	2.99[†]	2.99[†]	2.99	2.99	2.99[†]
	10[†]	Doesn't report back for more work	2.02[†]	3.01[†]	2.99[†]	2.68	2.92	2.75	3.00[†]	2.71	3.00[†]	3.00[†]
	12[†]	Comes to work dirty and sloppy	1.98	3.00[†]	3.00[†]	2.83	3.08	2.94[†]	3.00[†]	3.00[†]	3.01	3.00[†]
	12[†]	Acts angry/sulks when criticized	2.99	3.01[†]	3.00[†]	3.00	3.06	3.30	3.01	3.00[†]	3.00[†]	3.00[†]
	12[†]	Misses 2 different days	3.00[†]	3.00[†]	3.00[†]	2.00	2.79	2.94[†]	3.00[†]	3.00[†]	2.71	3.00[†]
	15[†]	Gets into arguments--coworkers	2.97	3.12	3.02	2.98[†]	3.04	3.00	3.11	3.05	3.41	3.09
	15[†]	Needs twice as much supervision	2.91	3.46	3.06[†]	2.99	2.98	3.16	3.06	3.00[†]	3.13[†]	3.12
	17	Can't read written directions	3.00[†]	3.09[†]	3.06[†]	3.02	3.07	3.09	3.15	3.08	3.13[†]	3.15
	18	Spends 15 minutes making phone calls	3.07[†]	3.21	3.49	2.94[†]	3.50[†]	3.33	3.87	3.50	3.13[†]	3.82
	19	Is 20 minutes late to work	3.19	3.79	3.86	3.66	3.70	3.50	3.86	3.82	3.55	3.81
	20	Doesn't call in when sick	3.07[†]	3.92	3.99	3.45	3.92	4.00	3.91	3.92	3.67	3.95
	21	Doesn't try 15% less productive	3.07[†]	3.99	3.94	3.04	3.50[†]	3.37	3.99	3.91	3.97	3.97
	22	Causes $100 of damage	3.02	4.01	3.97	3.05	3.95	3.03	4.01	3.98	4.00[†]	4.00[†]
	23	Refuses job--beneath dignity	4.00	4.00	4.00	3.36	4.33	3.10	4.00	3.64	4.00[†]	4.00[†]
	24	Puts more hours on time sheet	4.88	3.96	5.00	3.81	4.16	4.58	4.21	4.63	4.73	4.89
Most Influence	25	Shows up drunk or stoned	4.09	4.94	4.97	4.95	5.36	5.10	5.00	5.26	4.94	4.96

[*] Items are ranked from 1 to 25, where 1 means least influence and 25 means most influence on employer's hiring decision

[†] Tied with another item(s) for this particular rank

TABLE E-9

PRETEST

RANK ORDER* OF SCALE VARIABLES FOR HIRING STANDARDS BY RACE AND SEX

	OVERALL RANK	ITEM	BLACK	HISP	WHITE	MALE	FEMALE
Least Influence	1	Only job lawnmowing	1	2	3	1	2
	2	15% less productive--trying	3	1	1	5	1
	3	No previous work experience	4	4	4	2	3
	4	Late for work 3 times last year	2	3	2	4	4
	5	Just completed CETA	5	10	5	3	6
	6	Absent 12 times last school year	6	5	7	6	5
	7	Aware beginner does low tasks	7	6	11	7	7
	8	Asked for 25¢ raise	8	7	9	8	8
	9	Confused by simple questions	10	8	15	10	9
	10	Poor grammar	9	11	18	9	11
	11	Not finished high school	13	9	6	11	10
	12†	Previous employer would rehire	11†	16	8	13	14†
	12†	15% less productive--not trying	11†	15	10	14	14†
	14	Late for interview	14	12	13†	18	13
	15	3 jobs in 6 months	18	13	16	19	12
	16†	Has training but no work experience	15	17	12	15	17
	16†	Absent 12 times last job	16	19	13†	16	16
	18	Got A's and B's in math	19	18	21	12	18
	19	Had voc ed curriculum in high school	17	19	17	17	19
	20	Asked questions about job	21	20	19	20	20
	21	Convicted--marijuana	20	23	22	21	21
	22	Attached resume to application	22	21	20	24	24
	23	Called back after interview	23	24	24	22	23
	24	Couldn't read newspaper	24	22	23	23	22
	25	Neat application	25	25	26	25	25
	26	False information on application	27	26	25	27	26
Most Influence	27	Clean and neat	26	27	27	26	27

* Items are ranked from 1 to 27, where 1 means least influence and 27 means most influence on employer's hiring decision

___† Tied with another item(s) for this particular rank

TABLE E-10

PRETEST

MEDIANS OF SCALE VARIABLES FOR HIRING STANDARDS BY RACE AND SEX

	OVERALL RANK*	ITEM	BLACK	HISP	WHITE	MALE	FEMALE
Least Influence	1	Only job lawnmowing	4.13	4.15	4.14	4.10	4.10
	2	15% less productive--trying	4.35	3.68	3.33	4.51	4.07
	3	No previous work experience	4.40	4.22	4.25	4.38	4.25
	4	Late for work 3 times last year	4.25	4.18	4.04	4.45	4.48
	5	Just completed CETA	4.47	5.13	4.40	4.40	4.75
	6	Absent 12 times last school year	4.70	4.69	4.58	4.72	4.76
	7	Aware beginner does low tasks	4.93	4.72	5.18	5.01	4.88
	8	Asked for 25¢ raise	4.95	4.98	4.92	5.12	5.20
	9	Confused by simple questions	5.21	5.04	5.34	5.30	5.21
	10	Poor grammar	5.12	5.22	5.79	5.20	5.36
	11	Not finished high school	5.43	5.10	4.54	5.47	5.24
	12†	Previous employer would rehire	5.41†	5.46	4.85	5.49	5.52†
	12†	15% less productive--not trying	5.41†	5.37	4.96	5.50	5.52†
	14	Late for interview	5.44	5.24	5.23†	5.60	5.50
	15	3 jobs in 6 months	5.56	5.25	5.45	5.62	5.40
	16†	Has training but no work experience	5.45	5.47	5.22	5.51	5.55
	16†	Absent 12 times last job	5.50	5.36	5.23†	5.56	5.53
	18	Got A's and B's in math	5.67	5.76	5.93	5.48	5.57
	19	Had voc ed curriculum in high school	5.54	5.83	5.63	5.59	5.84
	20	Asked questions about job	5.75	5.95	5.83	5.75	5.90
	21	Convicted--marijuana	5.73	6.10	6.06	5.78	6.12
	22	Attached resume to application	5.90	6.10	5.92	6.15	6.30
	23	Called back after interview	5.99	6.24	6.21	6.00	6.17
	24	Couldn't read newspaper	6.10	6.03	6.07	6.14	6.16
	25	Neat application	6.18	6.52	6.75	6.18	6.49
	26	False information on application	6.63	6.53	6.52	6.67	6.59
Most Influence	27	Clean and neat	6.53	6.72	6.80	6.52	6.70

* Items are ranked from 1 to 27, where 1 means least influence and 27 means most influence on employer's hiring decision

† Tied with another item(s) for this particular rank

TABLE E-11

PRETEST

RANK ORDER[*] OF SCALE VARIABLES FOR DISCIPLINARY STANDARDS BY RACE AND SEX

	OVERALL RANK	ITEM	BLACK	HISP	WHITE	MALE	FEMALE
Least Influence	1	Seems not to be trying	1[†]	1	11	1	1
	2	Tries but is 15% less productive	4	3	1	5	2
	3	Wears flashy or sexy clothes	3	2	3	6	3
	4	Gripes about working conditions	5	4	6	4	4
	5	Tries but takes twice as long	6	5	9	3	5
	6	Makes many mistakes in spelling	1[†]	6	2	2	6
	7[†]	Doesn't write telephone message	10[†]	7	8	13	7[†]
	7[†]	Speaks poorly coworkers can't under	7	8[†]	7	10[†]	10[†]
	7[†]	Takes an extra hour break time	10[†]	8[†]	4[†]	8[†]	7[†]
	10[†]	Comes to work dirty and sloppy	8[†]	10	12	7	13
	10[†]	Acts angry/sulks when criticized	13	13	21	10[†]	10[†]
	10[†]	Misses 2 different days	14[†]	11[†]	19	14	7[†]
	10[†]	Doesn't report back for more work	10[†]	11[†]	4[†]	8[†]	10[†]
	14	Can't read written directions	14[†]	14	15	15	14
	15	Makes many mistakes adding,	8[†]	15	14	10[†]	15
	16	Needs twice as much supervision	14[†]	16	13	16	16
	17	Gets into arguments--coworkers	17	17	20	17	17
	18	Spends 15 minutes making phone calls	18	18	10	18	18
	19	Is 20 minutes late to work	19	19	22	19	19
	20	Doesn't call in when sick	20	20	17	20[†]	20
	21	Doesn't try 15% less productive	22	21	18	23	21
	22	Causes $100 of damage	21	23	16	20[†]	23
	23	Refuses job--beneath dignity	23	22	24	20[†]	22
	24	Puts more hours on time sheet	24	24	23	24	24
Most Influence	25	Shows up drunk or stoned	25	25	25	25	25

[*] Items are ranked from 1 to 25, where 1 means least influence and 25 means most influence on employer's hiring decision

[†] Tied with another item(s) for this particular rank

TABLE E-12

PRETEST

MEDIANS OF SCALE VARIABLES FOR DISCIPLINARY STANDARDS BY RACE AND SEX

	OVERALL RANK[*]	ITEM	BLACK	HISP	WHITE	MALE	FEMALE
Least Influence	1	Seems not to be trying	2.04[†]	2.76	3.16	1.94	2.18
	2	Tries but is 15 % less productive	2.10	2.88	2.26	2.22	2.82
	3	Wears flashy or sexy clothes	2.06	2.80	2.95	2.30	2.84
	4	Gripes about working conditions	2.12	2.91	2.92	2.12	2.89
	5	Tries but takes twice as long	2.63	2.94	3.07	2.11	2.90
	6	Makes many mistakes in spelling	2.04[†]	2.98	2.80	2.03	2.98
	7[†]	Doesn't write telephone message	2.99[†]	2.99	3.00	2.99	2.99[†]
	7[†]	Speaks poorly coworkers can't under	2.97	3.00[†]	2.99	2.98[†]	3.00[†]
	7[†]	Takes an extra hour break time	2.99[†]	3.00[†]	2.91[†]	2.82[†]	2.99[†]
	10[†]	Comes to work dirty and sloppy	2.98[†]	3.01	3.17	2.71	3.11
	10[†]	Acts angry/sulks when criticized	3.00	3.03	3.97	2.98[†]	3.00[†]
	10[†]	Misses 2 different days	3.02[†]	3.02[†]	3.79	3.00	2.99[†]
	10[†]	Doesn't report back for more work	2.99[†]	3.02[†]	2.91[†]	2.82[†]	3.00[†]
	14	Can't read written directions	3.02[†]	3.05	3.47	3.01	3.05
	15	Makes many mistakes adding,	2.98[†]	3.11	3.44	2.98[†]	3.09
	16	Needs twice as much supervision	3.02[†]	3.14	3.29	3.02	3.11
	17	Gets into arguments--coworkers	3.06	3.19	3.86	3.03	3.12
	18	Spends 15 minutes making phone calls	3.81	3.93	3.14	3.81	3.88
	19	Is 20 minutes late to work	3.90	3.95	4.46	3.90	3.93
	20	Doesn't call in when sick	3.95	3.97	3.59	3.97[†]	3.98
	21	Doesn't try 15% less productive	3.99	4.00	3.77	3.99	4.00
	22	Causes $100 of damage	3.96	4.12	3.57	3.97[†]	4.06
	23	Refuses job--beneath dignity	4.01	4.11	4.89	3.97[†]	4.04
	24	Puts more hours on time sheet	4.95	5.00	4.65	4.90	4.93
Most Influence	25	Shows up drunk or stoned	5.00	5.03	5.05	5.00	5.02

[*] Items are ranked from 1 to 25, where 1 means least influence and 25 means most influence on employer's hiring decision

[†] Tied with another item(s) for this particular rank

TABLE E-13

POST-TEST

RANK ORDER[*] OF SCALE VARIABLES FOR HIRING STANDARDS BY RACE AND SEX

	OVERALL RANK	ITEM	BLACK	HISP	WHITE	MALE	FEMALE
Least Influence	1	Only job lawnmowing	1	2	6	1	1
	2	15% less productive--trying	3	1	1	3	2
	3	Late for work 3 times last year	2	3	2	2	3
	4	No previous work experience	4	4	4[†]	4	4
	5	Absent 12 times last school year	5	5	3	6	5
	6	Just completed CETA	7	9	8	5	6
	7	Asked for 25¢ raise	6	6	4[†]	7	7
	8	Aware beginner does low tasks	8	7[†]	15[†]	8	8
	9	Confused by simple questions	10	7[†]	9	11	9
	10	Not finished high school	11	10	15[†]	10	10
	11	Poor grammar	9	15	11[†]	9	15
	12	3 jobs in 6 months	15[†]	11	7	14	11
	13	Previous employer would rehire	12	14	10	12	12[†]
	14	15% less productive--not trying	13	12	11[†]	15	12[†]
	15	Late for interview	14	13	13	19	17
	16	Absent 12 times last job	15[†]	16	17	17[†]	18
	17	Has training but no work experience	17	17	19	13	16
	18	Got A's and B's in math	20	18	20	16	14
	19	Had voc ed curriculum in high school	19	19	22	17[†]	19
	20	Convicted--marijuana	18	20	14	20	20
	21	Asked questions about job	21	22	23	21	21
	22	Couldn't read newspaper	22	21	18	23	23
	23	Called back after interview	23	23	24	22	22
	24	Attached resume to application	25	24	25	25	25
	25	Neat application	24	25	26	24	24
	26	False information on application	26	26	21	26	26
Most Influence	27	Clean and neat	27	27	27	27	27

[*] Items are ranked from 1 to 27, where 1 means least influence and 27 means most influence on employer's hiring decision

[†] Tied with another item(s) for this particular rank

TABLE E-14

POST-TEST

MEDIANS OF SCALE VARIABLES FOR HIRING STANDARDS BY RACE AND SEX

	OVERALL RANK*	ITEM	BLACK	HISP	WHITE	MALE	FEMALE
Least Influence	1	Only job lawnmowing	4.10	4.13	4.57	4.07	4.08
	2	15% less productive--trying	4.33	4.07	3.31	4.45	4.26
	3	Late for work 3 times last year	4.29	4.25	2.96	4.44	4.48
	4	No previous work experience	4.36	4.32	4.25†	4.46	4.49
	5	Absent 12 times last school year	4.64	4.62	4.21	4.68	4.66
	6	Just completed CETA	4.67	5.02	4.86	4.59	4.89
	7	Asked for 25¢ raise	4.66	4.78	4.25†	4.86	4.97
	8	Aware beginner does low tasks	4.98	4.96†	5.23†	4.99	5.02
	9	Confused by simple questions	5.18	4.96†	4.92	5.30	5.17
	10	Not finished high school	5.21	5.03	5.23†	5.27	5.18
	11	Poor grammar	5.09	5.26	5.07†	5.19	5.39
	12	3 jobs in 6 months	5.33†	5.14	4.76	5.38	5.21
	13	Previous employer would rehire	5.30	5.24	5.04	5.36	5.37†
	14	15% less productive--not trying	5.31	5.21	5.07†	5.43	5.37†
	15	Late for interview	5.32	5.23	5.08	5.47	5.42
	16	Absent 12 times last job	5.33†	5.27	5.27	5.45†	5.48
	17	Has training but no work experience	5.39	5.40	5.42	5.37	5.40
	18	Got A's and B's in math	5.61	5.50	5.78	5.44	5.38
	19	Had voc ed curriculum in high school	5.44	5.37	5.93	5.45†	5.61
	20	Convicted--marijuana	5.42	5.61	5.11	5.55	5.76
	21	Asked questions about job	5.83	5.96	5.95	5.82	5.94
	22	Couldn't read newspaper	5.96	5.83	5.40	6.12	6.19
	23	Called back after interview	5.96	6.23	6.32	5.96	6.16
	24	Attached resume to application	6.16	6.47	6.47	6.20	6.52
	25	Neat application	6.14	6.50	6.71	6.13	6.50
	26	False information on application	6.57	6.53	5.85	6.61	6.57
Most Influence	27	Clean and neat	6.64	6.79	6.88	6.69	6.83

* Items are ranked from 1 to 27, where 1 means least influence and 27 means most influence on employer's hiring decision

† Tied with another item(s) for this particular rank

TABLE E-15

POST-TEST

RANK ORDER* OF SCALE VARIABLES FOR DISCIPLINARY STANDARDS BY RACE AND SEX

	OVERALL RANK	ITEM	BLACK	HISP	WHITE	MALE	FEMALE
Least Influence	1	Seems not to be trying	1	2	1	1	1
	2	Tries but takes twice as long	3	3	2†	3†	2
	3	Wears flashy or sexy clothes	2	8	5	2	3†
	4	Tries but is 15% less productive	4	5†	4	3†	3†
	5	Makes many mistakes in spelling	5†	1	6	6	5
	6	Gripes about working conditions	5†	9	2†	5	6
	7	Doesn't write telephone message	7	5†	7	7	7
	8†	Makes many mistakes adding,	8†	10†	8†	8†	8†
	8†	Takes an extra hour break time	8†	7	8†	8†	8†
	10†	Speaks poorly coworkers can't under	8†	10†	10	10†	10†
	10†	Doesn't report back for more work	11†	14	11†	12	10†
	12†	Comes to work dirty and sloppy	11†	13	11†	10†	12†
	12†	Acts angry/sulks when criticized	11†	21	11†	13†	12†
	12†	Misses 2 different days	11†	4	14	13†	12†
	15†	Gets into arguments--coworkers	15	16	15	15†	15
	15†	Needs twice as much supervision	16	15	16	15†	16
	17	Can't read written directions	17	12	18	17	17
	18	Spends 15 minutes making phone calls	18†	18	19	18	18
	19	Is 20 minutes late to work	18†	17	20	19	19
	20	Doesn't call in when sick	20	19	21	21	20
	21	Doesn't try 15% less productive	21	20	22	22	21
	22	Causes $100 of damage	22	23	17	20	22†
	23	Refuses job--beneath dignity	23	22	23	23	22†
	24	Puts more hours on time sheet	24	24	24	25	24
Most Influence	25	Shows up drunk or stoned	25	25	25	24	25

* Items are ranked from 1 to 25, where 1 means least influence and 25 means most influence on employer's hiring decision

___† Tied with another item(s) for this particular rank

TABLE E-16

POST-TEST

MEDIANS OF SCALE VARIABLES FOR DISCIPLINARY STANDARDS BY RACE AND SEX

	OVERALL RANK*	ITEM	BLACK	HISP	WHITE	MALE	FEMALE
Least Influence	1	Seems not to be trying	2.31	2.54	1.97	2.02	2.07
	2	Tries but takes twice as long	2.77	2.78	2.12†	2.16†	2.20
	3	Wears flashy or sexy clothes	2.71	2.95	2.20	2.15	2.84†
	4	Tries but is 15% less productive	2.87	2.90†	2.13	2.16†	2.84†
	5	Makes many mistakes in spelling	2.92†	2.14	2.61	2.71	2.87
	6	Gripes about working conditions	2.92†	2.98	2.12†	2.64	2.89
	7	Doesn't write telephone message	2.95	2.90†	2.89	2.90	2.93
	8†	Makes many mistakes adding,	2.99†	2.99†	2.97†	2.97†	2.98†
	8†	Takes an extra hour break time	2.99†	2.92	2.97†	2.97†	2.98†
	10†	Speaks poorly coworkers can't under	2.99†	2.99†	2.98	2.98†	2.99†
	10†	Doesn't report back for more work	3.00†	3.02	2.99†	2.99	2.99†
	12†	Comes to work dirty and sloppy	3.00†	3.01	2.99†	2.98†	3.00†
	12†	Acts angry/sulks when criticized	3.00†	3.99	2.99†	3.00†	3.00†
	12†	Misses 2 different days	3.00†	2.85	3.00	3.00†	3.00†
	15†	Gets into arguments--coworkers	3.10	3.29	3.01	3.02†	3.07
	15†	Needs twice as much supervision	3.11	3.17	3.02	3.02†	3.08
	17	Can't read written directions	3.14	3.00	3.06	3.07	3.11
	18	Spends 15 minutes making phone calls	3.83†	3.90	3.14	3.19	3.80
	19	Is 20 minutes late to work	3.83†	3.85	3.80	3.76	3.87
	20	Doesn't call in when sick	3.89	3.94	3.92	3.89	3.93
	21	Doesn't try 15% less productive	3.98	3.98	3.93	3.93	3.96
	22	Causes $100 of damage	3.99	4.04	3.05	3.88	4.00†
	23	Refuses job--beneath dignity	4.00	4.00	4.00	4.00	4.00†
	24	Puts more hours on time sheet	4.80	4.13	4.89	4.88	4.72
Most Influence	25	Shows up drunk or stoned	4.96	4.99	4.92	4.86	5.04

* Items are ranked from 1 to 25, where 1 means least influence and 25 means most influence on employer's hiring decision

† Tied with another item(s) for this particular rank

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